DOCUMENT RESUME

ED 072 737 HE 003 785

AUTHOR	McLeish, John
TITLE	Social Characteristics and Motivations of Students in Non-University Post-Secondary Educational Institutions in the Province of Alberta. Student Needs. Master Planning Monograph 7.
INSTITUTION	Alberta Colleges Commission, Edmonton.
PUB DATE	May 72
NOTE	464p.
EDRS PRICE	MF-$0.65 HC-$16.45
DESCRIPTORS	Aspiration; *Educational Opportunities; *Higher Education; *International Education; Student Interests; *Student Needs

ABSTRACT

This document presents the results of an extensive study whose ultimate purpose was to identify the aggregate perceived values, needs, and aspirations of the total postsecondary nonuniversity student population in the Province of Alberta. It describes in considerable detail the needs and motivations of various groups of students enrolled in a variety of postsecondary, nonuniversity educational institutions. In doing so, the monograph also evaluates the degree of accessibility of colleges to different strata of people and the perceptions that students have with regard to the services being provided. (Author/HS)

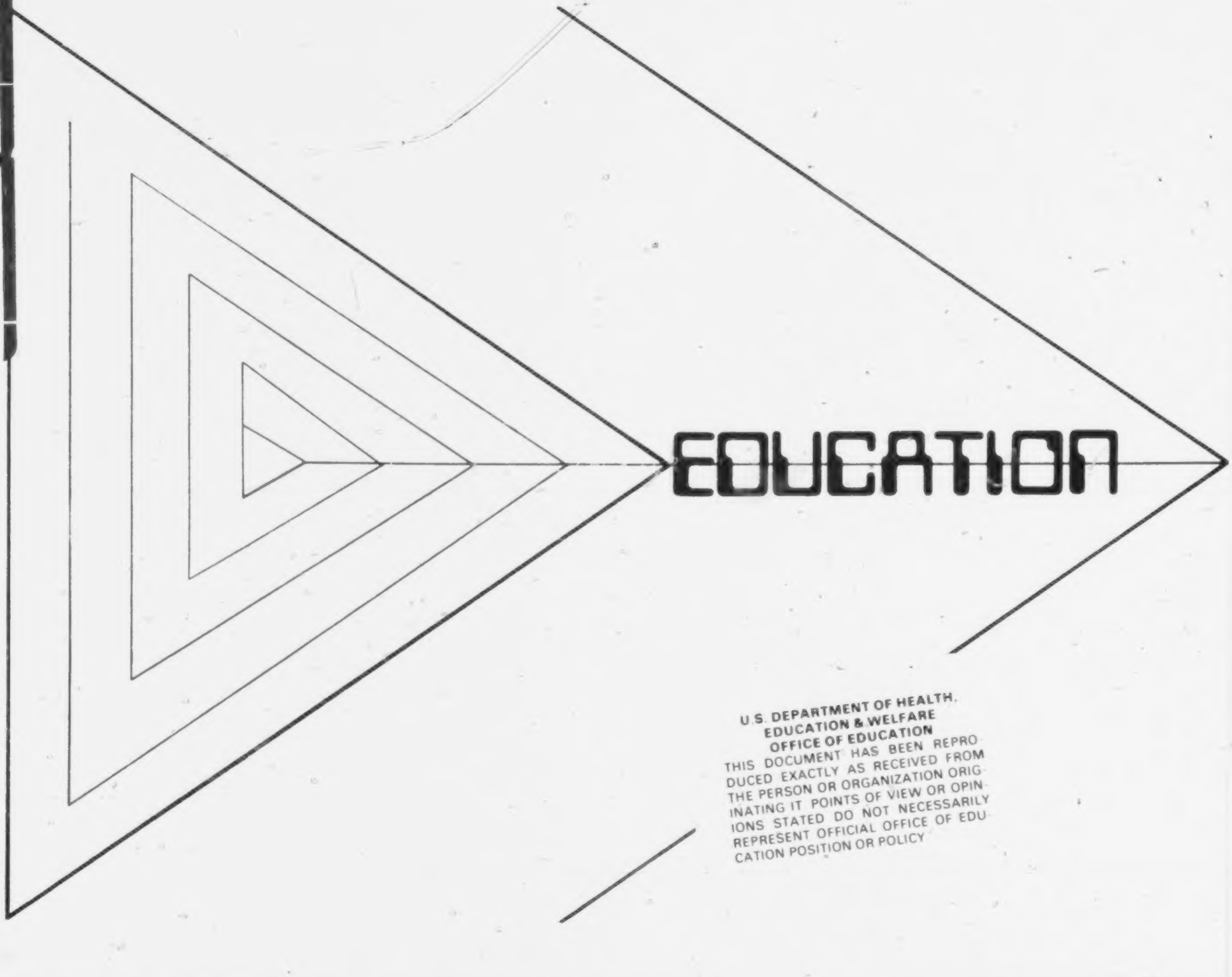
MASTER PLANNING MONOGRAPH 7

Student Needs

Social Characteristics and Motivations of Students in Non-University Post-Secondary Educational Institutions in the Province of Alberta

ED 072737

HE 003 785



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

May 1972
Alberta Colleges Commission

Any views expressed in this paper are those of the author. They should not be interpreted as reflecting the views of the Commission or the official opinion of any of its governmental or research sponsors.

MASTER PLANNING MONOGRAPH #7

STUDENT NEEDS

SOCIAL CHARACTERISTICS AND MOTIVATIONS OF STUDENTS IN NON-UNIVERSITY POST-SECONDARY EDUCATIONAL INSTITUTIONS IN THE PROVINCE OF ALBERTA

Prepared By

JOHN McLEISH

for the

ALBERTA COLLEGES COMMISSION

May, 1972

FOREWORD

If educational planning is premised on the belief that man is free to expand his mental powers and is capable of greater perfectability through experience and education, then the needs and aspirations of present and potential clients of the educational system assume paramount importance. The Alberta Colleges Commission Master Planning Project is premised on such a belief and for that reason commissioned an extensive study whose ultimate purpose was to identify the aggregate perceived values, needs, and aspirations of the total post-secondary non-university student population in the Province of Alberta.

Master Planning Monograph #7 reports the findings of this study. It describes in considerable detail the needs and motivations of various groups of students enrolled in a variety of post-secondary, non-university educational institutions. In doing so the monograph also evaluates the degree of accessibility of colleges to different strata of people and the perceptions which students have with regard to the services being provided.

The study is the first of its kind in this Province. It develops a methodology for data collection and analysis which ultimately might be applied to extend research to identifying the values, needs and motivations of potential clients drawn from that portion of the population which has not historically availed itself of post-secondary educational opportunities. The information provided by this extended research will enable institutions to develop additional programs and services to meet the educational needs of designated target populations.

The report departs considerably from the traditional format used in reporting research findings. Institutions have been identified by name so that the information provided might be used to achieve greater congruence between client needs and educational services. Comparisons between and among institutions and sub-systems have been made for constructive rather than critical purposes.

The findings reported in the body of this monograph deserve careful study by policy makers, administrators, faculties, and student associations throughout the Province. The institution-specific information contained in the appendices deserves detailed study by the members of each educational institution. Such study and review will bring us closer to the ideal of being able to provide the necessary educational experiences by which each individual in the Province may elect to develop his innate potential as a member of society.

R. A. Bosetti,
Director of Planning and Research.

ACKNOWLEDGEMENTS

The author of this report is indebted to a number of people who provided essential services without which the study would have been impossible. However, he alone is responsible for the accuracy and interpretation of the materials presented.

Miss Pat Fleming acted throughout as chief research assistant, being responsible for coordinating the different forms of the questionnaire, administering the earlier version to selected students and analyzing it for defects. She also interviewed more than 150 students in diverse locations all over the Province of Alberta, summarizing these as she went.

Dr. David Flathman, original coordinator of the inquiry made all the administrative arrangements for administering the questionnaire in the colleges, checking the returns, coding the responses and operating computer programs. He participated at all stages in the discussion of the methodology and helped unobtrusively in all sorts of ways.

Mrs. Ross was responsible for typing the report and transcribing the interviews from tape recordings. My wife typed out first drafts of sections of the report. Emma Collins helped me organize secretarial resources. My son Richard analyzed the course offerings of the various colleges, collected other kinds of information and checked the report for clerical errors.

The Alberta Human Resources Research Council which initially sponsored the study provided all resources, until March, 1972. At that point, from being Consultant to the Project, the author became Director of it. The Colleges Commission in the persons of Reno Bosetti and N. J. Chamchuk provided information and encouragement at various stages of the investigation.

Respectfully submitted,

J. McLeish.

Educational Psychology Department,
Faculty of Education,
University of Alberta.

28th April, 1972.

ABSTRACT

The purposes of this study were to determine the social characteristics and motivations of students who enrol in non-university post-secondary institutions. In addition to certain standard demographic variables, the study examines:

(a) the attitudes and motivations of students in relation to socio-economic and other variables,

(b) the influences which seem to affect students' career plans,

(c) students' attitudes towards education, occupations, and the future,

(d) the students' attitudes towards the provision made for post-secondary education in the Province, including reasons for the choice of a particular institution,

(e) career plans, including possible plans for continuing education, and

(f) the influences which led the student to decide to enrol in the non-university post-secondary institution of his choice.

The data collected and analysed in this study provide information which can be used to evaluate the extent to which there is equality of access to different programs and institutions in the non-university sector of post-secondary education, the financial and "social" costs of attendance for different groups of students, the process by which the decision to attend was made, the extent to which student needs are being met, and numerous other questions.

A questionnaire was developed and administered to a selected sample of full-time students and others in fourteen publicly supported, non-university, post-secondary institutions in Alberta, as well as two private colleges, round about the time of registration in the fall of 1971. A large sample of individual students was interviewed in depth to supplement the questionnaire data. Calendars from the Colleges were systematically analysed to determine the exact nature of the programs being offered.

SUMMARY

To achieve the objectives of this study, a 75-item questionnaire was constructed. It was administered to 864 students, selected as *random* or *complete* samples from the student populations of the sixteen colleges involved in the enquiry. The report is primarily concerned with answering three questions: (a) what type of student goes in for post-secondary, non-university education, with special reference to the factors of ethnic origins, socio-economic level and career aspirations; (b) is the "system" represented by these sixteen colleges doing a satisfactory job in catering for the expressed and felt needs of their students; (c) can the system of post-secondary, non-university education be regarded as performing adequately, especially in regard to vital educational functions essential in a democratic and rapidly changing society but which may not be experienced as needs by the student body.

A detailed analysis of the interrelations between student needs and motivations and the characteristics of the student body constitutes the body of the report. The opportunity is taken to discuss differences between individual colleges and between the various types of college. Broadly speaking, we are dealing with students whose primary objective in attending college is to prepare themselves by the necessary training and certification for a specific occupation, or to upgrade their present job status. The numbers who study "for the fun of it" are quite small. To put this otherwise, the "academic approach" (with all its strengths and weaknesses) is not very well represented in the student body. On the other hand, neither is the irresponsible, cars-girls-drink-sport "collegiate" type of student very

common. Student radicalism, the so-called "counter-culture," is not too well represented in this group either. The students seem to be drawn predominantly from the working class stratum of Albertan society. The children in this group appear to be conscious of the fact that they are having opportunities of educational and social advancement better than were available to their parents. This is an unconfirmed hypothesis: what is certain is that, in general, there is considerable satisfaction with the programs, courses and physical amenities provided for them in these colleges. The college programs in particular, and the methods of teaching adopted, generate satisfaction in the clientele of the colleges. No basic student need has been identified as being frustrated on any sizable scale. The message from the student body seems to be: (a) the general principles on which the system of post-secondary education is based are sound; (b) in certain respects each college could be improved but these ways are college-specific; (c) it is a matter of identifying weaknesses (perhaps in the physical facilities, perhaps in the area of student government, certainly in the area of vocational counselling) and remedying these piecemeal, without any violent change of direction. In the following tables, these weaknesses are pinpointed for each college. This is done by comparing the average level of expressed satifaction with the educational and physical environments to the specific levels of satisfaction in each college. The tables also record differences in the values and career aspirations of students in each of the colleges.

When we analyze the actual programs and course offerings of the different colleges, matters do not appear to be quite so healthy. There seems to be a dearth of liberal studies in most of the colleges. Even in those in which a university transfer system operates, courses seem to be narrowly geared to the techniques and skills required for particular occupations, without the benefit (to be found even in the most technological of universities) of a substantial body of student and faculty interested in a liberal education oriented towards the humanities and creative arts. This problem, (and one way in which it might be dealt with on a Province-wide basis), is discussed at greater length in the next section.

A new dimension is added to the study by the interview material, collected from a random sample of 153 students in colleges all over the Province of Alberta. In the interview, a more individual standpoint is presented; criticism, constructive or otherwise, can be developed within a specific context. In general, this interview material "comes over" as more negative in tone than the questionnaire materials. However, it should be remembered in reading the transcribed interviews that these represent only a sample of student opinion (albeit chosen as being not untypical). The interviewees were drawn from a pool of students who indicated their willingness to be interviewed. Presumably, these volunteers felt they had something to say, not catered for in the questionnaire. Given the favourable nature of the questionnaire responses, it might have been predicted that the interviewees would appear to be more negative and more critical of the college faculty, amenities, government and college provision generally. However, it must be said that the tone remains objective, constructive, reasonable.

The materials must be left at this point to speak for themselves. But it seems to the investigator that the students (as well as administration and faculty of the college) approached the task of evaluating their college provision and experience in an extremely responsible fashion. They did so on the premise that the Colleges Commission (a) was interested in their experiences and point of view; (b) had the serious intention of paying attention to their needs as these were set down by the students themselves, and (c) were prepared to give some consideration to their views in any future plans to improve the system of post-secondary, non-university education in the Province.

IMPLICATIONS AND RECOMMENDATIONS

General

1. As far as the main question posed in this study is concerned the students in post-secondary, non-university education in the Province of Alberta, as a body, are of the opinion that their colleges adequately satisfy their needs and meet their expectations. There are differences between various groups within the total student population--for example, some colleges seem better than others; there are also differences associated with age, sex, program in which registered, ethnic group, socio-economic class, etc. of the students. But the major finding is that students perceive their basic motivations catered for by the existing provision made for them.

2. However, this generalization has to be interpreted in the context of these actual motivations, and the students' perceptions of what their needs are. College programs and students' motivations are clearly oriented towards the existing world of jobs, technology, and of opportunities generally in the Province of Alberta. This realistic emphasis is a matter for congratulation. There is no doubt that the colleges are responsive not only to the students' demands, but to the pressures of a developing economy, mediated by the worlds of industry, commerce, business and social and governmental agencies. But, on the other hand, it is generally agreed that a primary goal of higher education is to provide the student with the opportunity to develop his own individual standpoint from which to evaluate the existing world. It is in this area that, with exceptions, the system seems to present some inadequacies. In the light of the

present study, the time seems opportune to begin a discussion of the place of liberal studies within the system, and in each student's program.

3. This problem is pointed up by the existence of university transfer courses, that is, the recognition by the three universities of the Province of certain instructors as providing the equivalent of particular university classes, especially at a preparatory level. This generates a great number of problems which are closely associated with the question of educational objectives. The problems appear in the form of relations between faculty, between faculty and students, and between students and administration within the colleges. Practical difficulties emerge in the context of the different needs of students in such courses as these are perceived--or not perceived by the college administration.

The students in the three institutions offering these programs seem to differ in certain respects not only from other students in the total post-secondary population but also as between the three colleges. The basic question that presents itself however is whether the university transfer course, and student, is to be regarded as a leaven which is working to change the character and nature of the education provided by the colleges in desirable ways or a foreign body to be excised for the future health of the system. The basic pre-requisite for the solution of this problem is clarity about the objectives of the post-secondary system as a whole, and the place and function of various elements within it.

4. As a preliminary, it would seem to be desirable to discover the actual *effects* of colleges on the attitudes, values and motivations of students. The present investigation was not designed for this purpose. As

a result we have no hard data from which conclusions can be drawn about the actual outcomes of college education in this area. A carefully designed enquiry, using controls from the university and private sectors of the post-secondary system would provide a base for firm generalization and policy decisions. We envisage a longitudinal study, beginning with students in high school, following them through college and perhaps for a short period at their work-place. For a definitive study of the contribution of post-secondary non-university education, actual and potential, to the Province a considerable period of discussion and planning is an essential preliminary. The present study has opened up the area of student needs and motivations. It also provides an investigatory model which could be used to generate reliable information in the most economical way in relation to the problem of the effects of college education in the post-secondary system.

5. It is clear from policy statements, programs and general orientation that colleges as corporate institutions profess to "serve the community," not only locally but province-wide. This they certainly do in terms of vocational needs, especially of full-time students who have recently completed high school. They also cater very well to the needs of young men anxious to upgrade their qualifications. The point has already been made that perhaps these students, and their colleges, take too narrow a view of their actual needs as well as of the needs of a modern technological society in process of rapid change. In terms of "serving the community" the same point has to be made. It is one of the functions of an institution of higher education to satisfy existing demands for particular kinds of occupational and professional training. It is also required

of such an institution that it should seek to *discover* educational needs which are poorly represented (minority interests) or of which their present clients are unaware, although they exist in potential form in themselves.

It is an impression, not grounded on specific facts, more on the *absence* of certain expected data, that colleges could do more development work. This would lie especially in the areas (i) of liberal adult education, and (ii) follow-up courses of a type more "slanted" towards established vocational and professional groups. Existing resources might be better used in an overall plan which seeks to integrate available resources from within and outside the regions served by individual colleges. We have in mind an ambitious development of programs sponsored by the colleges and aimed at identified "target" populations in the local community, offering *inter alia* credit courses, college and region based, using media such as radio, television videotape presentation and correspondence. The programs would draw on materials provided by personnel from the colleges themselves as well as from other institutions of higher education.

One of the main "target populations" would be the full-time students registered in college programs. Such a plan could be developed and implemented only by a central organization--the Colleges Commission is an obvious nominee for the task. The British "Open University" experience is available as a starting point to demonstrate one way of integrating local institutions (and unorganized students) into a national program which utilizes all available resources of media and technologies providing liberal education of high quality for great numbers of people in scattered geographical areas. This would not replace the colleges; on the contrary, it would create a larger demand for their services and expertise.

6. As far as the data permit such a generalization, there appear to be no factors of a discriminatory character operating *within* the system other than those inherent in the programs offered. Liberalization of studies in the ways suggested (or by other means) would operate to redress certain imbalances that exist at present--the relative scarcity of female students, of older students, of liberal arts students. This would, of course, radically change the nature of the colleges and in the long run also affect other post-secondary institutions. The two basic questions seem to be: are those who provide the resources for the post-secondary system satisfied with the education provision made for this stratum of the population? Second question: should they be?

Specific

7. The detailed breakdown of students' attitudes and evaluations of their educational and physical environments, college by college, carry their own implications for action. The improvement of the educational and physical environment is a matter of adopting the best as the standard and bringing the other institutions up to this level. Presumably the institutions themselves are aware, in a general way, of inadequacies and imperfections now pinpointed by particular students or groups of students. It would seem to be the responsibility of the Colleges Commission to make known the views of student respondents, to define minimum acceptable standards, especially in relation to the physical environment, to draw attention to the best available models, to encourage action by the appropriate administrative action (for example, by earmarked grants for particular purposes) and by

commendation of excellence wherever encountered. These suggestions, of course, carry financial implications which need not be laboured.

8. One of the major weaknesses revealed by the student responses was a certain lack of impact of the counselling services available to them in high school and elsewhere. The problem seems to line in the preparation and training of vocational counsellors in the Province. Here the emphasis needs to lie differently from that proposed for courses. Counselling seems to be relatively ineffectual in influencing or guiding students since it does not seem to be oriented towards the real world of jobs and opportunities, specific skills, abilities and temperaments identified and developed in line with quite specific career and occupational decisions. There seems to be a need for a retraining program, oriented in Alberta vocational realities, and de-emphasizing concern with psychological problems which students may or may not have. A movement away from concern with the individual student's "hangups" and from "non-directive" counselling towards counselling based on providing information of a factual character about job specifications, about training programs, about career opportunites and about the student's own special aptitudes, abilities, interests and attitudes requires active sponsorship within the system. The long-established National Institute of Industrial Psychology in Britian provides an alternative model to that of the Rogerian individual-centered, social deviancy oriented counselling program.

9. The study has thrown light on the development of a "counter-culture" at Red Deer College. This section of the report would repay close study, having in mind the context provided above. Until the commission of

inquiry has completed its study of the issues involved on-the-spot, it is not intended to do anything other than point to the very special circumstances connected with the composition and attitudes of the student body. One of the basic questions to be resolved here is the generally favourable attitude of students to the college environment and the factual evidence of unrest.

10. It is suggested that, in view of the nature of the area being investigated in this study and the fact that very diverse interests are involved, the desirability of holding some kind of conference might be considered to discuss the various implications of the data presented before action is taken on particular problems.

TABLE OF CONTENTS

Page

LIST OF TABLES xx

LIST OF FIGURES xxii

Chapter

1 COLLEGE ENVIRONMENT MEASURES 1

State of the Art 1

Environments and Student Characteristics 9

Impact of the College Environment 13

2 THE PROBLEM AND METHODOLOGY 18

Background and Conceptualization 18

The Conceptual Framework 21

Construction and Analysis of the Questionnaire 24

The Interview 29

Interview Content Areas 30

Progress of the Study 33

3 THE ALBERTA COLLEGE SYSTEM 35

Group I: Public Colleges 36

Group II: Institutes of Technology 39

Group III: Agricultural Colleges 41

Group IV: Alberta Vocational Centres 41

Group V: Private Colleges 43

Chapter Page

4 THE COLLEGES AS A GROUP 44

5 THE STUDENTS AS A GROUP 65

6 STUDENTS' ATTITUDES: DEMOGRAPHIC DIFFERENCES 80

Sex Differences 80

Age Differences 83

Place of Birth and Ethnic Differences 85

Religious Differences 93

Program Differences 98

Socio-Economic Differences 103

The Students' View of the College Environment 113

7 NEEDS AND MOTIVATIONS IN RELATION TO TYPES OF COLLEGES 116

BIBLIOGRAPHY 149

APPENDIX A: Summary of Student Characteristics by College 155

APPENDIX B: Transcripts of Interviews 205

APPENDIX C: Questionnaire Used 428

APPENDIX D: Need Systems 436

LIST OF TABLES

Table Page

1 Differences in Main Course Students 12

2 The Colleges and Student Samples 26

3 Courses Offered in Public Colleges 38

4 Courses Offered in Institutes of Technology 40

5 Courses Offered by Agricultural Colleges 42

6 Summary of Assigned Grade Points 47

7 The Colleges Classified 49

8 Patterns of Relationship Between Colleges: Factor Analysis . 50

9 Percentages of Students Declaring Certain Statements About Their College to be True 55

10 Student Sub-Culture in Relation to Factors 64

11 Students' Values 71

12 Parental Occupation and Students' Aspirations 72

13 Student's Estimate of Salary Compared with Combined Parental Income 73

14 Student's Vital Concerns for Future 74

15 Students' View of Educational Environment 76

16 The Colleges 79

17 Source of Information About the College 84

18 Place of Birth and Patterns of Value 86

19 Ranking of Students by Country of Origin 89

20 Place of Birth and Students' Perceptions of the College Environment 91

Table Page

21 Rank Order for Favourable - Unfavourable Attitudes and the Corresponding Student Subcultural Perspectives . . . 92

22 Program Groups and Attitudes to College Provision 100

23 Expected General Income by Program Groups 101

24 Students' Perception of Future Concerns 103

25 Correlations Between the Socio-Economic Indicators 105

26 Value-Patterns Associated with Socio-Economic Status . . . 107

27 College Environment and Social-Economic Differences . . . 110

28 Students' Expectations of Upward Mobility 112

29 Students' View of Their College Environment 114

30 Full-Time and Part-Time Students: Distinguishing Characteristics 119

31 Public Colleges versus Other Colleges 124

32 University Transfer Colleges versus Community Colleges . . 126

33 Red Deer College: A Student Counter-Culture? 128

34 Red Deer College versus Other Public Colleges 129

35 Public Colleges versus Institutes of Technology 132

36 Public Colleges versus Agricultural Colleges 134

37 Public Colleges versus Alberta Vocational Centres 135

38 Public Colleges versus Private Colleges 137

39 Comparison of Students' Ethnic Origin (British) 138

40 College Type and Students' Ethnic Origin 139

41 Differentiation Within the Groups of Colleges 143

LIST OF FIGURES

Figure Page

1 Predictors of Outcome in Ten Colleges 14

2 Human Needs Checklist 32

Chapter 1

COLLEGE ENVIRONMENT MEASURES

State of the Art

In a famous report, Jacob (1957) demonstrated that in Social Science departments in American universities no significant changes in students' attitudes or values could be attributed to the curriculum, the methods of teaching, nor to the quality of the teaching. This was true of the great mass of students. In exceptional cases and in a limited number of colleges, some teachers seemed to be capable of exerting a profound influence on some students. This effect seemed to be associated with a distinctive climate of unhurried, relaxed, frequent and adult encounters between teachers and students, where the teacher behaved habitually in a warm, out-going manner, clearly expressing his own value commitments.

Attention was thus drawn sharply to the "college environment"--this being interpreted primarily in terms of the interpersonal relations, social "climate," the psychological qualities and intellectual emphasis which prevailed in the college. Some regard was also paid to the physical facilities and amenities. Barton (1959, 1961, 1963) conceptualized the college as a system of interacting elements, those elements consisting of students, faculty and administration, as well as external sources of control and support. He indicated a vast range of problems and interrelations within this systems model which cried out for investigation before meaningful statements could be made about students, about their perceptions of college life and structure, about the impact of college on their characteristics, beliefs and values, about the real sources of influence which operated.

The first objective measuring instrument for studying college environments was the *College Characteristic Index* of Pace and Stern (1958). This 300-item questionnaire sought to identify the "press" of the environment according to H. A. Murray's theory of 30 personality needs, of which the various environmental "presses" are counterparts. The Stern (1958) *Activities Index* sought to provide a parallel form which would identify congruent events, conditions and practices to be found on college campuses which would be significant for students and their teachers. The relations between the CCI and AI have been clarified by McFee (1969), more recently by Stern (1970). The parallelism between these measures has *not* been demonstrated: each gives rise to its own factors. In the case of the CCI these have been identified (Stern, 1965) as: vocational climate, intellectual climate, aspiration level, student dignity, self-expression, group life and social form. The scores from these, or similar factors (Pace, 1962; Stern, 1963) can be used to compare colleges, or groups of colleges, and to relate environment differences to "productivity" of scholars, attitude changes, student "sub-cultures," and other variables. A form of the Pace and Stern *Colleges Characteristics Index*, suited to English colleges, was devised by McLeish (1970), who sought to relate changes in students' attitudes and beliefs over a three-year period to the quality of their environment.

The CCI is based on the collective perception, or consensus of students about the specific features of their college. Several other instruments have been devised on the basis of discovering what constitutes the college "image." Some, like Pace's *College and University Environment*

Scales (CUES, 1963) and Thistlethwaite's (Nunnally and Thistlethwaite, 1963) *Factored Scales*, are based on the CCI. Pervin (1967, 1968) has devised a *Transactional Analysis of Personality and Environment* (TAPE) by means of which students provide data which throw light on the integration among students, faculty and administration. A semantic differential technique reveals accord or discrepancy between the students' perception of himself, his college, other students, the faculty, the administration, the ideal college. A sample of 3,000 students from 21 colleges rated these concepts on 52 scales, using an eleven-point scale. The scales have shown their usefulness in relation to the problem of student "dropouts." Large perceived discrepancies between the student's perception of himself and of the college are associated with dissatisfaction ratings and an intention to terminate.

Other workers take the view that the types of students who enrol in a college provide one of the most salient features of the environment. This is the assumption underlying Astin's work in this area (Astin and Holland, 1961; Astin, 1962, 1963, 1964, 1965, 1968). His *Environmental Assessment Technique* takes account of college size, the intelligence level of the students, their personal characteristics as shown by their vocational choice. Adapting Holland's classification of vocations in six categories (realistic, intellectual, social, conventional, enterprising and artistic) to the major fields of study, and calculating the proportions of students in each categroy, it is possible to differentiate college environments in terms of their salient emphases. Astin (1965) has demonstrated that classroom environments reflect systematic differences according to the various fields of studies--the instructor's personal style and classroom behavior, the students' attitudes to knowledge and to the instructor, the kind of evaluation used, these are related to the subject area. For example, students in English and political science tend to argue more with the instructor, and with other students, than do those in chemistry and biology. Instructors in French and Spanish are more likely to know their students by name than are those in sociology and psychology. In a sense, the choice of a field of study represents a crude personality test, and constitutes a guide to possible behavior patterns. According to this view, these behavior patterns of students and instructors are essential, differentiated features of the college environment. The great advantage of Astin's EAT technique is that, at least in the United States, the necessary data on colleges can be obtained from public sources, thus eliminating the need for reliance on informants in the institutions being investigated. The validity of the method has been checked (Astin, 1963) by correlating the public data against questionnaire responses made by selected students from 76 colleges and universities.

More recently, Astin (1968) has conducted a survey of 60,505 students. These are National Merit Scholarship winners located in 246 institutions. The objective was to identify patterns of environmental stimuli which could be used to differentiate between colleges. Factor analyses were carried out on the student peer environment, the classroom environment, the administrative environment, and the physical environment. Beginning with a list of 275 "stimuli" (defined as any behavior, event, or other observable characteristic of the institution capable of changing the student's sensory input), Astin discovered 27 which differentiate between institutions. In addition, 75 items dealing with the student's impressions of his college environment yielded eight more measures of the college "image." The study is too complex to summarize adequately, but the flavour can be conveyed from the characterization of teacher education college. In such colleges the peer environment is typically feminine, a large amount of leisure is associated with regular sleeping habits and the frequent use of automobiles. Students show less independence and are more decisive about their career plans than students in other institutions. Students and instructors are deeply involved in the classroom; there is little familiarity with the instructor; there is little verbal aggressiveness. Students are relatively passive. The administrators are very harsh towards student aggressiveness although relatively permissive about cheating. There is a very low degree of academic competitiveness and the school spirit is low. Interesting differences were also detected between religious and secular colleges, Negro and integrated colleges, single sex and co-educational colleges.

A third approach to measuring the college environment was used by Astin (1962). This consisted of analysing 33 pieces of objective data, from directories and other published sources, and 335 colleges. The data consisted of major attributes such as financial resources, denominational affiliation, student and faculty orientations and characteristics as well as the EAT materials previously mentioned. The six dimensions along which colleges seemed to vary were identified as: wealth, size, private vs. public, masculinity vs. femininity, technical emphasis and homogeneity.

The most important of these factors turned out to be affluence in that it accounted for, or was associated with, nearly one-fourth of the measured differences between these colleges (variance). In a study of high ability students who give up their college courses, Astin (1964) found no association between these environmental variables and the student's decision to discontinue, except that the chances of a female student "dropping out" are increased if the college contains a high proportion of men.

The fourth technique for analyzing environments is the study of student and faculty *behavior*, with special reference to the concept of "sub-cultures." Trow (1960, 1962) identifies four broad patterns of response or orientation towards colleges--the *collegiate* (football, fraternities, dates, cars and drinking, campus fun); the *vocational* (courses, credits, student placement, a job); the *academic* (knowledge, libraries, laboratories, seminars, scholarships); the *non-conformist* (verbal aggressiveness, ambivalence towards faculty, critical detachment, hostility to administrators, alienation, pursuit of an "identity"). In the *College Student Questionnaire* (Educational Testing Service, 1965) descriptions of these life styles are presented, the student respondent being invited to indicate which description comes closest to his own values, interests and attitudes. He is also asked to rank the other three as well. The environment can then be characterized in terms of the prevailing sub-cultures by totalling the numbers in the four categories (Adams, 1966). In reflections on "the troubles at Berkeley," Trow (in Denniss and Kauffman, 1966, pp. 126-130) remarks:

> Berkeley is not an academic community, despite all the rhetoric; it is a collection of communities and aggregates of students. At least some of our difficulties have arisen out of our indifference to the nature of the complex society that these constitute.

One of the ways in which conflict develops in this situation of institutional complexity, as Trow points out, is that administrators are oriented towards infractions of discipline by the relatively immature "collegiate" sub-cultural group and are not equipped by habit or training to deal with the organized political activists belonging to the "non-conformist" sub-culture.

Becker and his associates (in Sanford, 1962, pp. 515-530) using a more direct method of participating observers studied the behavior of students and student groups in the University of Kansas Medical School. The theoretical framework used was to consider student sub-cultures as differentiated responses to a common set of environmental pressures. According to this study, the most important factor in the development of student culture is the formation of groups of a small and intimate kind (Boyer, 1965). These generate common understandings, norms of behavior, agreements about what constitutes "academic crud" and the "straight griffin" (to use a Yorkshire expression). Student culture, so generated, consists of a set of perspectives and practical recipes for dealing with the problems imposed by the continuous, unremitting pressure of clinical work and the question of how to select from the faculty "offerings" what the group believes to be relevant to their future day-to-day work in medicine. For example, laboratory work, blood counts and urinalyses say, are regarded as a time-wasting imposition as students believe they will never be called upon to carry out these procedures as estabished physicians. The student culture is in many ways a mechanism for institutionalizing deviance from the formal rules and values of the medical school. At the same time it is a mode of adaptation to the pressures of the curriculum. It provides a rationale for coping with what would otherwise be a totally unrealistic demand on their time and energies.

These four different approaches to the definition and measurement of the environment are not mutually exclusive. Indeed, each is open to criticism on methodological grounds of various kinds (cf. Review of Educational Research, 1965, 35, 258-259) which can best be muted by an attempt to make use of all four methods of evaluation (McLeish, 1970). In other words, the techniques and theoretical approaches can be considered as complementary, possibly subsumed in the concept of the college as a miniature social system. As Barton (1961, p. iv) says:

> Organizations are made up of individual people, but they are more than mere collections of individuals. The people are interacting; their interactions are governed by informal expectations and formal rules which are agreed upon to varying degrees; the members have attitudes and beliefs about the organization which may form a common culture or a set of conflicting subcultures; and the organization as a whole possesses common facilities and symbolic objects, such as its plant, its budget, and its constitution. The measurement of organizational characteristics must take into account these complex relationships, groups and common properties.

The net outcome of research on colleges from these various standpoints may be summarized: first, a number of instruments and conceptual schemes have been made available to administrators, teachers and research workers which can throw a bright light on a number of problems of adjustment to the realities of sub-group differences (between colleges, between teachers and students, between administrators and other sectional interests, etc.); secondly, major dimensions of variations between colleges have been recognized (intellectual, humanistic-vocational, friendliness, and propriety); thirdly, that considerable variations exist, cutting across many of the commonly accepted classifications (liberal arts vs. teacher education; secular vs. denominational; co-educational vs. single-sex; regional or rural vs. urban; residential vs. non-residential, etc.).

Environments and Student Characteristics

In a longitudinal study of changes in students' attitudes over a period of three years in ten colleges, McLeish (1970) used a *College Environment Index* based on Pace and Stern's *Inventory*. The attempt was made to relate the students' image of their environment to objectively determined features of the academic community as well as to their examination results, attitude and personality changes, values of a personal, social and religious kind. A complete sample (n=1, 247) of the student intake was tested on entry and retested on exist. Ten dimensions of college environment were established--student energy, concern for individuality, social commitment, staff image, intellectual climate, clarity and system of courses, student loyalty to college, humane regulations, group participation and lack of tension. It was found that the colleges differed very significantly across all ten dimensions and that the differences were meaningfully associated with the more public aspects of the colleges--for example, their physical environments (situation, facilities, aesthetic value), whether they were provided by the local authority in contrast to private colleges, rural-urban, co-educational-single sex, size and composition of the student body.

The *College Environment Index* was also related to 30 attitude and personality variables, to the students' final examination results, to their attitudes to three teaching methods, and to 23 indices drawn from returns made by colleges to the Ministry of Education. These objective indices of environment were grouped under four headings: size, character of college, nature of the courses provided, staff preparation.

The relationship between the various dimensions of the *College Environment Index* was examined by factor-analysis. Further analyses, including the 30 variables or measures of students' attitudes on completion of their courses, indicated that scores on the environment index were closely related to professional attitudes to a career (Figure 1). This is consoling news, especially in view of the remarkably unflattering estimate of the colleges given by these students on the *College Environment Index*, (McLeish, 1970, p. 86).

In an earlier study of a random sample of University of Reading students (McLeish, 1968) a typology had been erected on the basis of students' expressed attitudes to the methods of lecture, seminar and tutorial. Student "types" were identified by using extreme scores on one or other of the teaching method attitude scores as identifying "tags." The nine student types revealed by this classification were clearly distinguishable in terms of personality variables. Almost precisely the same distribution of types was discovered in the colleges sample. Students who are "naturalistic" in their philosophy of education, who are radical in politics and independent in their thinkings tend to take an unfavourable view of the college environment and of the lecture method. Older, conservative students who believe in formal methods, who are stable, submissive to expert opinion, scoring high on religious value and relatively unsure of their own views tend to have a favourable attitude to the college environment and the lecture method. Similar relationships are found with regard to the seminar and tutorial methods. Factor analysis of this sample verified the student typology--rebels vs. enthusiasts, oracular vs. participatory, tutor-centered vs. student centered, group-oriented vs. individually-oriented, and quietists--developed previously (McLeish, 1970).

The students in this study were also classified in terms of their "main," non-vocationally oriented subject, college by college. Striking differences appear between students in the different subject areas. It may be concluded that these differences determine a large part of the variance between colleges of different emphases and point to the existence and nature of kinds of student "sub-culture" other than those given by the earlier typology. Using "humanities" students as the criterion group, since they were the most numerous, it is manifest that students studying as their major subject physical education or sociology or home economics, as well as those who failed their courses are distinctive in terms of their attitudes and values at the time of the examination, as well as differing markedly on entry. Some of these differences are clarified in Table 1.

These differences between students classified by main subjects are not so great as the differences between the students as a group and the college lecturers as a group. The latter are, to begin with, older, they are considerably more radical, are much more certain of their opinions, are more naturalistic and less punitive. In addition, they are much more stable

Table 1

Differences in Main Course Students

("humanities" students as criterion group n=365)

Attitude or Value	n=76 Divinity	n=27 Ph. Ed.	n=32 Sociology	n=71 Home Ec.	n=28 Failures
Radicalism	low	-	-	-	-
Tendermindedness	high	-	-	-	very low
Formalism	-	-	-	high	high
Helpfulness	high	-	-	-	-
Experience need	low	-	-	-	low
Power need	low	high	-	high	-
Recognition need	-	-	high	-	very high
Naturalism	-	low	low	low	-
Uncertainty	-	high	high	-	-
Physical value	-	very high	-	low	-
Aesthetic value	low	very low	-	-	-
Scholastic value	-	low	low	low	-
Religious value	high	low	-	-	-
Job satisfaction	-	-	low	-	low
College "Concern for Individuality" rated	-	low	very low	very low	low
College "Intellectual Climate" rated	-	low	-	very low	low
Anxiety level	-	-	-	very low	-

and introverted, they are less religious, they disbelieve in formal methods of instruction. The lecturers, classified according to subject area, differ from each other even more than the corresponding student groups. This means that the student must accommodate himself not only to the academic staff as a group, in terms of their different norms, aspirations, attitudes and expectations; they confront also the varying emphases of subject specialists, as well as their individual qualities. The fact that the students themselves fall into various sub-groupings in terms of basic social, educational and professional attitudes as well as in their approach to the college experience no doubt assists each individual student to adjust to the environment in his own unique way during this period of professional development. Each student can draw the necessary support from the appropriate peer groups in his struggle to accommodate to the pressures to which he is subjected.

Impact of the College Environment

The main outcome of the period spent in college of this particular sample was that students, over a period of three years, change in the direction of the lecturers' views. They tend to move from a religious conservatism towards a secular humanism. This is associated with greater radicalism, a greater emphasis on the value of spontaneity in child development ("naturalism"), a disenchantment with traditional teaching methods and the development of a less punitive attitude. These changes, towards social and secular radicalism seem to be closely related to two main influences. There is a direct relationship between the educational quality of the environment and the amount of change which takes place in students--the better the college, the greater the change. Of equal influence is the question whether the college objectives are framed within a matrix of liberal theology and assumptions or in a secular, local-authority framework. The religious colleges of liberal persuasion "push" their students further towards non-commitment to a religious confession than do the secular colleges. The less liberal the religious college, the less is the change towards secular radicalism. Quality of environment and religious "liberalism" have approximately the same value as far as general outcome is concerned.

The two main predictors of change were found to be the *emphasis on science* in the college curriculum and the existence of a *democratic climate*. Combining college scores on these two predictors provided a multiple correlation of 0.73 with change towards radical humanism in the student body. The interrelationships are shown in Figure 1.

Figure 1

Predictors of Outcome in Ten Colleges

		Democractic Climate	
		High	Low
Science Emphasis	High	Academic Success Marked $r_m = 0.73$	Achievement high; little attitude change
	Low	Increase in Radical Humanism $r_m = 0.62$	Low achievement; little attitude change

The direction of change is in line with the results of other studies, in Britain as well as in the United States. Webster and his associates (in Sanford, 1962, pp. 811-846) summarized the research on personality and other changes in college students in America. In contrast to Jacob's (1957) findings, Webster *et al* assert that students in this period, as in the 1930's and 1940's become more "liberal" in their attitudes, more sophisticated and independent in their thinking, more tolerant of ethnic differences. This is a result of their college years. In England, K. M. Evans (1967) found marked changes after one-year's training on the *Minnesota Teacher Attitude Inventory*; on the other hand there were virtually no changes in the Allport-Vernon-Lindzey *Study of Values* with the same group. Newcomb and Feldman (1969), reviewing about 1,500 studies carried out over a forty-year period, discovered consistent patterns of change in students' values and attitudes which are in general agreement with the findings set out above. The pattern of change in the 'Sixties as a result of college experience can be characterized as a tendency to lose faith in religion, and to develop radical viewpoints. Attitudes to war, communism, patriotism, censorship, civil rights, labour and government are affected: these changes are attested to by well-designed studies which follow groups of students through their college years. There are, of course, differences in the rate of change as between men and women, Catholics, Protestants and Jews, different colleges and universities. But the general line of change during this period was leftwards and towards atheism and agnosticism, against the Establishment. Authoritarianism also declines; students tend to become less dogmatic and less conventional.

Morrison and McIntyre (1967) working in Edinburgh, discovered that Scottish student-teachers becames less tough-minded about education, more radical in their views about desirable changes in the school system, and more inclined to naturalism as an educational philosophy after three years of teacher-training. However, after one year of actual teaching they revert to their original position. A similar "back-lash" effect was discovered in samples of male and female graduates after a year's teaching following one year of training.

The problem of impact is complicated by a number of factors. Output may be simply a function of input: in other words, changes in students may be induced entirely by assimilating the norms of particularly influential sub-groups (collegiate, academic, non-conformist, or occupational). Alternatively, changes in students' attitudes and values may simply reflect changes in the general social ethos and have nothing to do with the college experince at all. The measuring instruments used to study the college environment may be so crude or inappropriate in relation to the objectives of college education, or the criterion tests for measuring change may be so irrelevant that the real causal associations may be obscured rather than revealed by their use. Different departments certainly maintain different pressures on students (and on faculty): different personality types react differently to similar aspirations and similar pressures. Where there is a congruency between personality, press, sub-culture aspirations, faculty objectives, administrative provision and societal demands we can assume maximum impact. As Pace (1969) has proposed, there is probably a law of mass action operating in this area. The more massive, cumulative and congruent with each other the input stimuli are, the greater the impact they will have on students. Perhaps cross-cultural studies would be the experimental area within which such a law might be demonstrated. But we are dealing with an extremely complex problem. A research design is necessary in which students are tested on entry to college with instruments of proven validity and reliability, and retested with the same instruments on completion of their training (Harris, 1963). A control group design is also mandatory to discover what extra-college influences affect students in general during the period being investigated and which are specifically associated with the college environment. It is also desirable to deal with complete groups (to resolve the problem posed by "drop-outs" from the program), rather than with "volunteers." The alternative is a sophisticated methodology which operates with properly established random samples.

Those investigations which meet these rather stringent research desiderata (McLeish, 1970 summarizes these), uniformly suggest that the effects of college education are to produce an increased open-mindedness, a growing awareness of the realities of individual experience, a developing aesthetic sense and a declining commitment to a fundamentalist and institutionalized religion. In many cases there is also an increased confidence and a greater expressiveness. Students are less dominated by conventional habit patterns and more ready to deal with the emotional and other aspects of the real situation.

Some colleges are more successful in generating these changes than others: how they do it is the question.

Chapter 2

THE PROBLEM AND METHODOLOGY

Background and Conceptualization

Work was begun on the conceptualization and methodology of the *Study of Student Needs and Motivations* in the summer of 1971. The research was initiated to supply information for future planning by the Colleges Commission, in order that the facilities and services provided by the colleges would be adequate for the future. The project is one of several that, it is hoped, will contribute to this goal. But this research is unique in its investigation of needs and aspirations of individual students through the college system.

The objectives of the study can be listed in five general areas:

1. To ascertain the nature of the non-university post-secondary school population in the Province in terms of: (a) demographic characteristices, (b) interests and activities, (c) previous educational experience.

2. To investigate the educational and other needs of the non-university post-secondary school population. The main task in this connection was whether, in the opinion of the students themselves, their needs were being met with special reference to three areas: (a) education, (b) vocational and job training, (c) social and recreational needs.

The collection of data on demographic characteristics was intended to discover particular kinds of needs and sources of motivation not only in the group of students as a whole but within specific ethnic, socio-economic, local and other kinds of sub-groups.

3. To study the attitudes of this population, and these sub-groupings, towards post-secondary education in general, and towards their own institution in particular.

4. To discover which of a number of possible variables are closely related to the choice of a career, the choice of a particular college, and of a particular program or specialty.

5. To investigate the students' values, aspirations, and future plans and to relate these, if possible, to the other areas being surveyed and analyzed.

Given these as the major objectives of the study, an attempt was made to articulate them more closely to provide a conceptual framework for the research. This conceptual framework sought to identify, or at least to indicate, the sorts of environmental influences that might conceivably shape the needs and motivations of the individual student. In addition, the needs of small, primary or face-to-face student groups must be considered in the planning. We have in mind special interest clubs, sports enthusiasts and other groups. The expectations of parents and individual students of the institution of their choice must also be considered. The aggregate needs of the entire non-university post-secondary population are the ultimate concern of the study.

Because of the great importance of the concept of 'needs' for this research undertaking, a listing was made of some current classifications of needs systems. The three major classifications considered were those of Malinowski, Maslow, and Murray. These provided a starting point for this study since their authors intend these system to be comprehensive classifications which should form a basis for the understanding of this concept. The main use made of these classifications was to ensure that all types of needs which students might reasonably, or even unreasonably, expect to be satisfied by their institution of choice should be taken under consideration and investigated in the course of the research. The classifications could also be considered important in the task of interpretation and analysis of the data collected in the course of this study.

After conducting a review of related literature, decisions about the most suitable research methodology for the project were taken. It was decided that a self-administered questionnaire, supplemented with individual interviews to provide greater depth would provide a relatively inexpensive data bank. The combination which would enable answers to be obtained to a number of hypothetical questions and provide a basis for a more intensive and continuing study of specific problems thrown up by the factual materials allows for a broad coverage of all areas of concern to a representative sample of the entire student population. At the same time it directs attention to the needs and motivations of individual students in the flexible interview situation. The interview provides the essential context within which the questionnaire responses can be evaluated for honesty, completeness, relevance and objective reference.

The Conceptual Framework

It was assumed that other kinds of investigations would be carried out in relation to the non-university intake to Alberta institutions of post-secondary education, and that certain specific and limited objectives. should be developed as the basic task of this study. The brief provided by the Colleges Commission was interpreted in the sense that an attempt should be made to determine the nature of the student body as it existed in September, 1971, to discover the individual and group needs in relation to the provision made at the post-secondary level in this province. Four special problem areas were then delimited: (1) the expressed needs of the individual student; (2) the needs of face-to-face groups at specific institutions; (3) the needs of the total non-university post-secondary population as represented in September, 1971; and (4) the expectations which specific groups have of their institution of choice. From this information, it was hoped that conclusions could be drawn about the expectations which the total registered student population had and will continue to have of the Alberta post-secondary institutions, these being conceptualized as elements of a total system of educational provision.

It seemed clear that one major question to be studied, especially at this initial stage of information gathering, must be the characteristics of the existing student body--the total number, a breakdown by institution in terms of age, sex, socio-economic level, and other relevant variables. The detailed information about actual respondents can then be used to relate their replies in other sections of the questionnaire to the objective, demographic situation. We need to know broadly who is specifying the needs of students since the student population is not a homogeneous mass but is made up of special groups categorized by (say) sex, age, ethnic origin, religious affiliation, previous education, as well as other differences.

In addition to these demographic variables, and probably closely related to them, are the actual career plans of individual students, possibly also of defined groups in the student population. The sources of these career plans might be classifiable, at least in a broad sense, in terms of a small number of main influences working with (or against) unique individual aspirations. For example, the actual economic situation and opportunities as these are perceived by parents, teachers, civic leaders, etc.; the potential of the student as defined by previous education, special talents, interests and abilities; the kinds of training and educational opportunities that exist both at home and further afield; projections into the unknown future of all these factors embedded in a matrix of hopes and fears which derive from the individual experience and psychological makeup of the student--some attempt must be made to tap these sources of motivation. To put the question otherwise: at some point the student decided to register for a particular program in a particular institution. What were the influences working on him at this decision point? How much weight did particular influences have on the outcome decision--parents' advice, home circumstances, personal self-concept, the availability of programs, the desire to leave home, aspirations for a better future, the costs of education and the availability of certain kinds of support, the simple desire to continue former associations will classmates, lack of a viable alternative ...?

As far as the needs of face-to-face groups of students at specific institutions are concerned, clearly a number of these will overlap with those of the individuals of whom the groups are composed. Decent courses, humane instructors, realistic standards, properly-based teaching methods, an objective grasp of the needs and potential of the student as a person--these are demands which students everywhere can legitimately make of their institution. In addition (and not divorced from the above) the student body can legitimately expect to be dealt with as members of a democratic community dedicated to the development of educated and responsible citizens, accustomed to participating in decisions that affect their day-to-day life, and expecting to be consulted about any major changes that affect their condition. Facilities for sports and recreation, in the form of gymnasia, equipment, time and unobstrusive support in other ways from the academic community; opportunities for interest groups--drama, music, debating and other societies which provide a total supportive atmosphere in which qualities of an individual character can flourish--these are also legitimate claims which students may press on college authorities. Material resources, personnel, opportunities and time must be provided on the appropriate scale to facilitiate satisfaction of the recreative needs of the student body. Special interest groups, be they related to sports, "hot rods," chess, politics, religion, woman's liberation, should be given every encouragement as being the medium within which the student can be expected to develop to adult qualities of responsibility, toleration, goodwill--as well as supporting the more specifically educational aspects of college life.

The 1971 intake of existing college samples can be expected to represent a considerable proportion of the available post-secondary population. It might be anticipated, therefore, that any provision made by the agents of the Provincial Government (as this provision is perceived by their "constituents") should be elicited in the course of the enquiry. The question of whether the student freely *chose* to go to a particular institution or was compelled by the lack of a suitable alternative, defects in the programs and courses provided in the institutions available to the student, possible developments and improvements which the student body can detect in advance of administrative thinking, new areas of provision, or novel facilities for achieving present objectives more effectively--the respondents are being invited to take these matters under consideration.

The fourth problem area, that is the expectations which students have of the college of their choice, can be covered by an analysis of the foregoing materials in relation to the particular areas, and institutions from which the respondents were drawn. One hand washes the other: the total population specifies the broad framework within which the individual's needs and motivations can be identified. Similarly, the generalization of the definition by the individual students should yield useful materials bearing on the expectations of the total student population in relation to the Alberta system of post-secondary education.

Construction and Analysis of the Questionnaire

To construct the questionnaire, a pool of items was collected from a variety of source materials which seemed to show some relationship to the objectives of the study. Additional items were created to cover areas which showed a deficit. A selection, and modification of items was then made and these were drawn together to constitute the first draft of the questionnaire.

This first version was shown to a number of experts in questionnaire construction: they provided comment and criticism of the instrument as well as of the general methodology of the study. Extensive revisions were made, resulting in a second draft. This was still further refined and constituted the pretest questionnaire..

This version was administered to an *ad hoc* sample of freshmen students at the Northern Alberta Institute of Technology. They were asked to comment freely on each item and on the questionnaire as a whole. The results were analyzed to discover ambiguities, redundancies and repetitions both in the questions and in the instructions to respondents.

As a result of this pretest experience, a final version of the questionnaire was produced (Appendix C). The items of this version were classified into content areas, to ensure that it now covered all objectives and pertinent need categories. An attempt was made to simplify the instructions so that self-administration would be possible and ensure a clear understanding of the nature of the responses intended.

While preparation of the questionnaire was underway, a list of registered full and part-time day students at each cooperating institution was obtained. From each list, a simple random sample of students was selected. The sampling ratio was 5 percent at the larger institutions, (defined as having more than 800 students in the population), 10 percent at medium sized institutions, and 100 percent at smaller schools (defined as having less than 100 students in the population). These sampling ratios were used to minimize administrative inconvenience and still provide adequate stability and reliability in the data.

Table 2

The Colleges and Student Samples

	Population	Sample Size	Completed	Response Rate	Willing to be Interviewed	Interviewed	Actual Return
Public Colleges:							
1. Grande Prairie	362	36 - 10%	34	94%	31	6	100%
2. Grant MacEwan	425	43 - 10%	33	77%	28	10	93%
3. Lethbridge	995	50 - 5%	44	88%	38	9	100%
4. Medicine Hat	520	52 - 10%	50	96%	41	11	100%
5. Mount Royal	1,800*	90 - 5%	45	50%	37	-	70%
6. Red Deer	662	65 - 10%	43	66%	31	5	89%
Institutes of Technology:							
7. N.A.I.T.	3,460*	173 - 5%	144	83%	105	11	99%
8. S.A.I.T.	3,080*	154 - 5%	144	94%	114	21	100%
Agricultural Colleges;							
9. Fairview	63	63 - 100%	62	98%	42	10	100%
10. Olds	260	26 - 10%	22	85%	19	10	100%
11. Vermilion	174	17 - 10%	13	76%	10	10	100%
A.V.C.'s:							
12. Calgary	391	39 - 10%	32	82%	30	7	100%
13. Edmonton	840	42 - 5%	37	88%	35	20	100%
14. Ft. McMurray	212	21 - 10%	15	71%	14	9	100%
Private Colleges:							
15. Concordia	68	68 - 100%	63	93%	53	9	99%
16. Canadian Union	85	85 - 100%	83	98%	68	5	100%
TOTALS	13,397	1024	864	84.4%	-	153	

*Estimated.

On receipt of the completed questionnaire forms, a straightforward coding scheme was devised, involving one numerical digit for each item on the questionnaire, with a zero code for missing or multiple responses. Each item is coded into the card column of the same number as the item, except item 1 (institution) which is incorporated into the first two digits of the ID number in columns 76-80. Column 1 is always coded zero. Each item should have only one response: if two responses are encountered, the first or second is selected alternately as coding proceeds. Three or more responses to a single item receive a zero code.

The analysis of the questionnaire responses was undertaken in several stages, each involving a higher level of complexity, and building on the results of the earlier analyses. The attempt to extract meaningful and relevant conclusions from a mass of data such as is provided by this detailed and complex questionnaire is a lengthy and difficult process. It was believed that it would better fit the objectives of the enquiry if attention was directed in the first place to these basic questions:

1. the characteristics of the student population as a whole;
2. differences between colleges in terms of student characteristics;
3. the differences between students across colleges, especially in terms of possible student sub-cultures related to special needs and motivations; and
4. the differentiating features as between the sixteen colleges classified into five groups shown in the table--colleges for which the Colleges Commission is directly responsible, Institutes of Technology controlled by the Department of Education; Agricultural and Vocational

Colleges also controlled by the Department of Education; private colleges based on a religious persuasion and ethos.

Registration lists were supplied by sixteen institutions (all those listed in item 1 of the questionnaire, except Camrose, Hinton, and Grouard). The three largest institutions, NAIT, SAIT, and Mount Royal agreed to provide a computer-generated five percent random sample list. At other institutions, the entire registration lists were obtained and sampled, using the Provincial Government computer. A gummed label, typed with the student's name, was prepared and attached to a questionnaire for each student in the sample. This procedure was devised to ensure that the questionnaires were completed by all of the selected students.

Detailed suggestions (Appendix C) on the method of administering the questionnaires were produced and provided for the convenience of the staff of each institution. The suggested procedures involved determining the most suitable class in which to distribute the questionnaire, and sending a letter to the instructor involved. Considerable thought was devoted to devising procedures and materials in such a way as to minimize inconvenience to the institution and its staff, and to improve the quality of the data. Nevertheless, extensive assistance and cooperation of the staff were still required. This was given unstintingly: the actual cooperation obtained from both faculty and students went far beyond our expectations.

In the case of two colleges the response rate was actually 100 percent; in two more it was 99 percent; in two others it was well over 85 percent. Only two colleges presented difficulty, shown in the response rates of 89 percent and 70 percent respectively. The two colleges, Red Deer and

Mount Royal, were involved in certain administrative problems which held up the completion of this study. These problems need not be dwelt on at this stage--the actual response rates were still reasonably high.

The Interview

The interview phase of the study contributes to a greath in-depth investigation of student needs and motivations. A flexible interview, focused but not constricting in content, with some probing into expressed individual areas of concern, was designed and used on a specially chosen sample of students.

The last item of the questionnaire asked whether the student was willing to be interviewed in greater detail about his special needs and motivations. Of those from each institution who responded affirmatively, a random sample was selected to be interviewed. The interviewer (Miss Fleming) was trained for three weeks, in the course of which she studied interview techniques, practised interviewing according to a schedule developed for this study, and improved the content of the interview schedule itself. The training program was directed towards developing a standardized but flexible technique, where comprehensive coverage would be ensured by working from a pre-determined schedule but adapting the actual questions to the respondent's level of participation and understanding of the realities of the college situation. The actual questions asked were generated in the interview session itself with the primary objective constantly in mind, that an atmosphere of total acceptance of the student's view should be generated by the interviewer, but with sincerity. Informality was also to be a keynote of the interview.

Interview Content Areas

1. Type of Program
   - reasons for entering program.
   - type of counselling; where received before entering program.
   - why didn't you go to a different institution or enter labor force.
2. Career Plans
   - provisions and adequacy of information on programs, job opportunities, job requirements--vocational guidance.
3. Training Program
   - courses and instructors.
   - auxilliary services (laboratories, library, field work, etc.).
   - examinations, teaching methods.
   - availability of instructors outside regular class time.
4. College Community Needs
   - participation in the democratic process (student government, channels for expressing students' complaints).
   - channels for complaints.
   - other counselling.
   - effectiveness of student council as a means of communication between student body and administration.
5. Sports and Recreation
   - equipment and time for sports and other leisure activities.
   - leisure groups (drama, special interests, etc.).
6. General Question of Improving Provisions
   - see checklist attached.
   - student is asked to look over the list and comment upon any need that is not being met.
7. Summary
   - major inadequacies and satisfactions.

As the schedule indicates, the interview content was developed to be broadly similar, but to elicit supporting and complementary data related to the questionnaire content areas. The completed questionnaire for the student was studied in detail before each interview, to look for ways in which the interview questions could best be phrased to supplement the content of the questionnaire responses. Questions about the student's background, his reasons for coming to the institution and for not selecting a different school or university, his reasons for deciding not to take up gainful employment instead were standard. The interviewer also asked about the student's future plans and aspirations, and the extent to which the institution's facilities and services were meeting his needs and community needs as he saw them.

At the close of each interview, the student was handed the checklist set out below and asked to comment on any needs that he considered were not being met by the institution he was attending. Finally, each interview terminated with the student being asked to summarize areas of inadequacy as well as to indicate aspects of the college provision and life which were really outstanding. The checklist was found to be rather ill-designed (it was based on H. A. Murray's scheme of needs) for this particular purpose as most of the students found it difficult, if not impossible, to relate the series to their actual situation and their perception of the college environment.

Figure 2

HUMAN NEEDS CHECKLIST

Does the institution provide ways or facilities for meeting these needs? Does it encourage action or attitudes on the part of the student to help achieve these needs?

1. overcoming obstacles
2. making friends
3. resisting influence or coercion
4. refusing to admit defeat
5. exploring; asking questions
6. attracting attention to oneself
7. explaining and demonstrating
8. avoiding failure or shame
9. being tidy; organized
10. relaxing; amusing oneself
11. snubbing, ignoring, or excluding other people
12. seeking and enjoying sensuous impressions
13. being recognized for achievements
14. analyzing, discriminating, defining and synthesizing information

Progress of the Study

Registration lists from most of the institutions were received in October or early November. Questionnaires were prepared and sent promptly to each institution after sampling from the lists as required. By December 15, 1971, questionnaires had been sent to the sixteen institutions involved in the study; returned questionnaires had been received from ten of these.

In the case of these institutions which had returned the questionnaire by this date the rate of response was exceptionally high. Only a very small number of questionnaires were not returned as requested: and each case was followed up with the institution involved. Of the questionnaires returned, about 90 percent were fully completed, with the reason for non-completion of the remainder being known in each case. The usual reason for the 10 percent incomplete questionnaires was student withdrawal from the program or prolonged absence from the institution.

Concurrently, the coding of items and the complete tabulation of written open-ended responses was proceeding, along with the involvement of the other six colleges. Because of the rather slow returns from some institutions, and the Christmas recess, progress was not as rapid as had originally been anticipated. However, interviews were conducted at seven of the institutions before the Christmas vacation. Progress on interviewing went hand-in-hand with the return of questionnaires, since only those students who indicated their willingness to be interviewed on the questionnaire were considered for inclusion in the interview sample. The interviewer found that the level of cooperation from the institutions involved in the interviewing left little to be desired, every assistance being freely given.

It was not until the end of February that all the questionnaires were retrieved and the analysis begun. Interviewing was completed at all institutions shortly afterwards, so that it became possible to consider the project in its entirety. Unfortunately due to the winding-down of the Human Resources Research Council, which had been responsible for the project to this point, the analysis of the material was further delayed until the various responsibilities could be re-assigned.

Each interview was tape-recorded and later summarized. It is possible to correlate the interview with the appropriate questionnaire as a checklist was maintained. This interview material could be further processed by means of a standard procedure but no attempt has been made to do this, up to this point in time. A complete transcript of one interview, chosen as being fairly typical and at the same time informative, was made for each institution: these are reproduced in Appendix A.

Chapter 3

THE ALBERTA COLLEGE SYSTEM

For the purposes of this enquiry the post-secondary, non-university institutions in the Province of Alberta have been classified into five groups. These follow the lines established by various Acts of the Government of Alberta, recognizing the existence of (i) *Public Colleges*, of which there are at present six, under the administration of the Alberta Colleges Commission; (ii) *Institutes of Technology*, of which there are two, administered by the Department of Advanced Education; (iii) *Agricultural Colleges*, of which there are three in the sample, administered by the Department of Agriculture until 1972; (iv) *Alberta Vocational Centres*, of which there are three in the sample, administered by the Department of Advanced Education; (v) *Private Colleges*, of which there are two in the sample, administered by the Lutheran (Concordia College) and Seventh Day Adventist (Canadian Union Colleges) Churches respectively. A number of small schools, including a great number of public and privately run vocational training colleges (nursing, forestry, hairdressing, etc., etc.) were seen as being too small, too specialized, or predictably averse to cooperation, to be included in this enquiry. The sixteen colleges sampled may be regarded as constituting a major part of the system, including perhaps 40 percent of the total full-time student population registered in post-secondary, non-university institutions in the Province. All are co-educational.

Several of the colleges in the sample have affiliations with one or other of the three universities, Alberta, Calgary or Lethbridge. Certain courses are recognized by these bodies for credit toward a degree. But the major functions of the colleges are to provide vocational programs, academic upgrading programs, adult and continuing education programs and programs of a general educational nature. It is also intended that the six public colleges, administered directly by the Colleges Commission, should serve as cultural centres within the communities they serve.

Group I: Public Colleges

These are two-year colleges, providing general education and career training leading to a diploma or certificate. The three colleges located in university centres do not offer university transfer programs, the others do. They provide academic upgrading programs for students who need to improve their qualifications to proceed to more advanced programs of study. The primary function of teachers in the colleges is *teaching*: research is considered an appropriate university function. It is intended that the vocational and technical courses should be limited in number so as not to duplicate provision made by the Institutes of Technology. Vocational guidance and counselling of students is regarded as an important function of these public colleges. The purposes of these institutions has been declared by the President of Medicine Hat College as follows:

> The College conceives its role as a multi-purpose institution, meeting the career aspirations and needs of both the academically and non-academically talented students. It also recognizes that education is more than a pursuit of a particular course of study - it deals with the whole man. Intellectual tolerance, kindness, respect for learning and the ability to analyze and evaluate intelligently and objectively the issues and problems that confront him in everyday life are qualities of an educated person. Such qualities are best inculcated in an atmosphere where the quest for knowledge and the freedom to think and explore are respected, and where excellence is standard.

The analysis of the programs, course offerings, and number of hours per week spent in the various courses indicates that these colleges devote approximately 45 percent of their time and resources to *direct vocational training* (including nursing and teaching), 20 percent to education in the *natural and physical sciences*, 15 percent to the *social sciences* and about 20 percent to the *literary and creative arts*. The pattern of provision varies from college to college depending on local needs, alternative institutions offering supplementary programs, policy decisions at various levels, and student demand. A detailed breakdown is providing in the following table showing the regional variations in emphasis.

It is clear from the table that university transfer colleges place more emphasis on the physical sciences and less on industrial, technical and engineering studies than do the community colleges. Except in the case of Mount Royal, the creative arts appear to be on the same level at all the colleges as the "Bridge for Beginners," "Poise and Social Graces" and "Remedial Reading" offered at some of the community colleges. Overall, there seems to be nothing else worth noting in contrasting university transfer with community colleges. The literary arts fare just a little better at the university transfer colleges than at the community colleges, the social sciences just a little bit worse.

Table 3

Courses Offered in Public Colleges

	University Transfer			Community Colleges				
	Grande Prairie	Medicine Hat	Red Deer	Grant MacEwan	Lethbridge	Mount Royal	TOTALS	Percentages
No. of Students	362	520	662	425	995	1,800	4,764	-
Course Classification	N	N	N	N	N	N		
1. Bus/Commerce	39	31	36	97	51	73	327	18.9
2. Ind/Tech/Eng.	2	6	2	41	105	66	222	12.8
3. Phys. Sciences	23	30	39	9	40	32	173	10.0
4. Nat. Sciences	5	17	19	4	28	30	103	5.9
5. Social Sciences	13	35	46	65	30	91	280	16.2
6. Creative Arts	10	5	5	-	10	185	215	12.4
7. Literary Arts	26	31	27	36	18	51	189	10.9
8. Health/Welfare	11	27	27	20	60	68	213	12.3
9. Miscellaneous	-	-	-	5	4	2	11	0.6
Total Courses	129	182	201	277	346	598	1,733	100.0
Course Hours Per Week	%	%	%	%	%	%	N	%
1. Bus/Commerce	35.6	16.2	12.4	33.0	12.7	14.0	1,340	18.7
2. Ind/Tech/Eng	1.9	9.4	0.9	12.5	34.3	15.3	1,094	15.2
3. Phys. Sciences	21.2	18.8	28.9	2.7	11.8	7.9	967	13.5
4. Nat. Sciences	5.8	10.3	12.6	1.2	8.8	7.8	557	7.8
5. Social Sciences	7.7	13.0	18.5	32.0	6.5	14.0	1,123	15.6
6. Creative Arts	5.8	2.6	3.6	-	2.5	13.5	368	5.1
7. Literary Arts	16.0	13.4	12.1	9.1	4.5	10.8	712	9.9
8. Health/Welfare	6.2	16.2	11.0	7.6	18.1	16.3	975	13.6
9. Miscellaneous	-	-	-	1.8	0.7	0.4	41	0.6
Total Hours	520	851	1,141	1,283	1,655	1,727	7,177	100.0

Group II: Institutes of Technology

The two in this group, the Northern and Southern Alberta Institutes of Technology (N.A.I.T. and S.A.I.T.) are very similar in practically every respect. They are both very large, vocationally oriented institutions, offering varied programs of instruction under the direction of the Department of Advanced Education. More than fifty different programs are available in these Institutes oriented towards current technology in engineering, business, applied arts and medical sciences. They do not elaborate any educational philosophy except to declare that they are modern, closely integrated with business, industry and government, and oriented towards careers for their graduates. These emphases are revealed in the breakdown of course offerings and course hours per week, contrasted in the table with Public College Courses. The overwhelming contrast is the emphasis in the Institutes of Technology courses on industry, technical and engineering courses, with a corresponding emphasis in the public colleges on the social sciences, the literary and creative arts. These differences are probably to be explained by the availability of other post-secondary programs offered by the other institutions in Edmonton and Calgary respectively. The presence, and the character of university education in the area, as well as the differing technological needs of the local environment are clearly relevant to the decisions about courses which the colleges' administration will make:

Table 4

Courses Offered in Institutes of Technology

	Institutes of Technology				Public Colleges	
	N.A.I.T.	S.A.I.T.	Totals	Percentages	Totals	Percentages
No. of Students	3,436	3,059	6,495	-	4,764	-
Classification						
1. Bus/ Commerce	140	101	241	11.5	327	18.9
2. Ind/Tec/Eng.	597	593	1,190	57.1	222	12.8
3. Phys. Sciences	200	114	314	15.0	173	10.0
4. Nat. Sciences	96	17	113	5.4	103	5.9
5. Social Sciences	7	23	30	1.4	280	16.2
6. Creative Arts	-	-	-	-	215	12.4
7. Literary Arts	19	41	60	2.9	189	10.9
8. Health/Welfare	76	63	139	6.7	213	12.3
9. Miscellaneous	-	1	1	0.0	11	0.6
Total Courses	1,135	953	2,088	100.0	1,733	100.0
Hours Per Week						
1. Bus/Commerce	749	480	1,229	11.5	1,340	18.7
2. Ind/Tec/Eng.	3,512	2,950	6,462	60.5	1,094	15.2
3. Phys. Sciences	923	500	1,423	13.3	967	13.5
4. Nat. Sciences	476	85	561	5.2	557	7.8
5. Social Sciences	22	120	142	1.4	1,123	15.6
6. Creative Arts	-	-	-	-	368	5.1
7. Literary Arts	67	135	202	1.9	712	9.9
8. Health/Welfare	393	275	668	6.2	975	13.6
9. Miscellaneous	-	3	3	0.0	41	0.6
Total Hours	6,142	4,548	10,690	100.0	7,177	100.0

Group III: Agricultural Colleges

Three colleges at Vermilion, Fairview and Olds are included in this group. These are relatively small colleges which are under the administration of the Department of Advanced Education. The programs offered are intended to meet the needs of specialized farm enterprises, to emphasize the business aspects of farming and to help cate to the demand for increasing numbers of technicians in agriculture, home economics and business. It is hoped that those graduating will have a sound academic background, theoretical knowledge and practical skill. The differences in programs as between the agricultural colleges and the public colleges are not surprising. Considerably more emphasis on business and commercial studies, but especially industrial, technical and engineering programs and courses, characterize the agricultural colleges. Correspondingly, there is less emphasis on the physical and social sciences but a greater emphasis on the biological. The creative and literary arts take a back seat, along with health and welfare programs.

Group IV: Alberta Vocational Centres

There are four such institutions which are administered by the Department of Advanced Education (Vocational Division). They are situated at Edmonton, Calgary, Fort McMurray ~~and~~ Grouard. Only the first three were included in the sample in this enquiry; information about course work is only available about one--Fort McMurray. This centre was established to provide essential educational and vocational training for "the uneducated, undereducated, untrained and undertrained" for the purpose of permitting them to enter the labour force on an equal basis with others. The centres

Table 5

Courses Offered by Agricultural Colleges

	Agricultural Colleges					Public Colleges	
	Fairview	Olds	Vermilion*	Totals	Percentage	Totals	Percentage
No. of Students	63	260	(174)	323	-	4,764	-
Classification							
1. Bus/Commerce	35	56	-	91	28.0	327	18.9
2. Ind/Tec/Eng.	39	100	-	139	42.7	222	12.8
3. Phys. Sciences	1	13	-	14	4.3	173	10.0
4. Nat. Sciences	14	36	-	50	15.4	103	5.9
5. Social Sciences	1	7	-	8	2.5	280	16.2
6. Creative Arts	-	-	-	-	-	215	12.4
7. Literary Arts	1	6	-	7	2.2	189	10.9
8. Health/Welfare	3	11	-	14	4.3	213	12.3
9. Miscellaneous	1	1	-	2	0.6	11	0.6
Total Courses	95	230	-	325	100.0	1,733	100.0
Hours Per Week							
1. Bus/Commerce	125	233	-	358	28.7	1,340	18.7
2. Ind/Tec/Eng.	145	383	-	528	42.4	1,094	15.2
3. Phys. Sciences	5	59	-	64	5.1	967	13.5
4. Nat. Sciences	72	147	-	219	17.5	557	7.8
5. Social Sciences	3	20	-	23	1.8	1,123	15.6
6. Creative Arts	-	-	-	-	-	368	5.1
7. Literary Arts	3	20	-	23	1.8	712	9.9
8. Health/Welfare	9	20	-	29	2.3	975	13.6
9. Miscellaneous	3	2	-	5	0.4	41	0.6
Total Hours	365	884	-	1,249	100.0	7,177	100.0

*No information on courses available from Vermilion.

are not intended as substitutes for the regular school system: students must be employed, or underemployed, and are normally sponsored by some Government agency. The courses provided are not broken down in a form which makes comparison with other post-secondary institutions possible.

Group V: Private Colleges

There are two religious colleges included in the sample--Concordia College, administered by the Lutheran Church, and Canadian Union College administered by the Seventh Day Adventists. These colleges are small co-educational colleges offering university transfer and arts courses. Canadian Union also offers business-commercial, health services and other kinds of courses.

Chapter 4

THE COLLEGES AS A GROUP

At first sight, the sixteen colleges in the sample represent a very heterogeneous group of institutions of higher education. All grades and kinds of education are provided for, from classes for near-literates in some institutions to university level credit courses in others. The students are drawn from all walks of life, they come from a multiplicity of ethnic and cultural backgrounds, and manifest a great variety of religious and other kinds of affiliations. Perhaps of greater relevance to this study, they express the most diverse occupational and other aspirations.

To reduce the vast store of data on the colleges so as to derive meaningful and relevant generalizations, it is necessary to devise standard schemes for simplicity of analysis, interpretation and exposition. This is no easy task. A number of statistical devices and procedures were adopted to enable valid comparisons of a meaningful kind to be made.

The first such procedure consists of coding all variables in terms of percentages of student responses in the various categories. Certain key categories have then been selected, 86 in all, on the basis that it is possible to say, on a *priori* basis if you will, that we can identify them as being *desirable features* of an educational environment, or as pointers in that direction. Other things being equal, most educators would agree, for example, that a varied or heterogeneous environment is preferable to one which is homogeneous with regard to sex, cultural groups, ethnic origins, etc. Similarly, an environment which satisfies the student with regard to the physical and other amenities is surely to be preferred to one which he regards as inadequate for his (or her) educational, recreational, cultural and organic needs.

The 86 variables fall broadly into these two main types--those which can be defined on a relatively *objective* basis--for example, size and heterogeneity of programs offered, or of student characteristics, and a second set of more *subjective* indices based on the student's view of the educational environment provided. By coincidence, it happens that there are equal numbers of these two, objective and subjective variables in these two groups.

There being sixteen colleges in the sample, it was decided to code all these variables on a five-point scale. Using Pascal's triangle for the binomial distribution, it will be observed that we can expect the five-point scale to point to *one* college which is outstandingly superior in any given characteristic; *four* which group together, as being above average in the particular quality; *six* which fall at the average level; *four* which fall below this average, and *one* which is quite far below average.

Pascal's Triangle for the Binomial Expansion

1

1 1

1 2 1

3 3 3 1

n = 1 + 4 + 6 + 4 + 1 = 16 Colleges

Grade Levels: 5 4 3 2 1

Using sometimes the actual numbers (as in the *size* of the student population), more commonly the percentages in various categories, the sixteen colleges were assigned grade points, ranging from one to five on each of the 86 variables. (See Appendix for description of the qualities rated). In only one or two cases was there any difficulty in assigning colleges to grades. The difficulty arose because of "ties:" in such cases one or the other of the colleges was assigned the higher grade by a random method.

The advantages of this system of reducing all variables to a uniform scales are numerous. We can see, almost at a glance, the general character of a particular college. By a simple process of averaging the grades we can determine the rank of each college in a hierarchy of merit. By dividing the variables into two groups we can relate the objective features of each college to the students' perceptions of it. By the simple process of cross-multiplying grades for the colleges in pairs and summing these cross-products we can arrange the colleges according to their degree of similarity.

The first generalization about the colleges we can make is that they tend to cluster closely about the general average. The range is from highest to lowest, only about half a standard deviation. It may seem arbitrary, in view of this, to rank the colleges in order of educational merit. The colleges seem to fall close together around the mean point, but this is in large part due to a defect of the averaging procedure adopted. It givens equal weight to a great number of features which clearly are of unequal value in determining the quality of the educational environment.

Table 6

Summary of Assigned Grade Points

Name of College	Grade Points					Average Grade	Cross-Product Adjusted sum	Rank Order
	5	4	3	2	1			
Calgary AVC	5	23	21	28	9	2.85	- 7.59	13
Canadian Union	10	20	28	21	7	3.06	1.17	8
Concordia	6	24	28	23	5	3.03	0.41	9
Edmonton AVC	10	29	19	23	5	3.19	6.51	1
Fairview	5	14	29	25	13	2.69	-14.47	16
Fort McMurray	4	15	33	19	15	2.70	-13.98	15
Grande Prairie	3	18	40	21	4	2.94	- 3.22	12
Grant MacEwan	6	26	29	23	2	3.13	4.43	6
Lethbridge	-	28	40	14	4	3.07	2.26	7
Medicine Hat	5	28	30	21	2	3.15	5.45	2
Mount Royal	3	27	27	26	3	3.01	- 0.41	11
N.A.I.T.	6	18	45	15	2	3.13	4.62	5
Olds	12	17	34	17	6	3.14	4.63	4
Red Deer	2	21	42	18	3	3.01	0.20	10
S.A.I.T.	3	20	49	14	-	3.14	5.33	3
Vermilion	6	16	22	36	6	2.77	-10.93	14
Totals	86	344	516	344	86	3.00	0.00	-

A more refined technique is to use a weighted average. This is obtained by grouping the colleges according to their degree of *similarity*, in terms of these 86 criteria of educational excellence. By calculating the 16 x 16 matrix of cross-products, and arranging the sum of these cross-products in hierarchical order (McLeish, 1970, p. 104) we can obtain a second estimate of quality. This rank order is identical with that given by the average grade scores.

A third method was then used to discover how the various patterns of grade points assigned to each college departed from a chance distribution, a method which told us at the same time which deviations from the average could be interpreted as merely random fluctuations. Using this technique we can proceed with confidence to divide the college into three groups. Making use of all the information from these analyses of the objective data and from the students' perceptions of the excellence of their environment, we can find three groups as follows. (Adjusted cross-product averages are shown for each group at base of table).

If we re-arrange the 16 x 16 matrix of cross-products in the order of the colleges as given, it is clear that the hierarchical order is not perfect. It is disturbed by various "lumps" which break up the descending sequences. This points to the fact that the colleges are related to each other in ways other than general excellence. This "lumpiness" could have been predicted on a *priori* basis. Clearly one would have expected N.A.I.T. and S.A.I.T. to have a number of similarities unlike those which are common to (say) Edmonton A.V.C. and Calgary A.V.C. The more complex process of calculating weighted averages to be called in at this point, is

Table 7

The Colleges Classified

Above Average Level	Average Level	Below Average Level	
Edmonton A.V.C. Olds	Medicine Hat S.A.I.T. N.A.I.T. Grant MacEwan Lethbridge Canadian Union Concordia Red Deer Mount Royal Grande Prairie	Calgary A.V.C. Vermilion Fort McMurray Fairview	
3.17	3.07	2.75	Average Grade
5.57	2.02	-1.17	Cross Product Sum

factor analysis. This method of analysis points to similarities and differences between colleges in terms of hypothetical constructs called factors. These represent principles of classification (Burt, 1940). The technique used here ensures that each classification is (a) independent of all the others, and (b) successively takes up, or accounts for, the maximum amount of variation remaining in the sample. Applying this technique to the data from the colleges, we arrive at seven principles of classification. These are indicated by the positive and negative saturation coefficients in the table below.

Table 8

Patterns of Relationship Between Colleges: Factor Analysis

(Varimax Rotation/Saturation <± 0.40 Omitted)

Name of College	Factor Number I	II	III	IV	V	VI	VII	Communality
Calgary AVC	-79							0.699
Canadian Union		+50			-59			0.713
Concordia		+79						0.670
Edmonton AVC	-78							0.741
Fairview	+62							0.591
Fort McMurray		-57						0.629
Grande Prairie					-66			0.748
Grant MacEwan			+72					0.756
Lethbridge					+76			0.635
Medicine Hat						+85		0.777
Mount Royal		+41					-71	0.782
N.A.I.T.				+77				0.716
Olds	+58							0.648
Red Deer							+74	0.780
S.A.I.T.				+77				0.654
Vermilion			-78					0.766
Percentage Variance	17%	12.5%	10%	9.5%	7.5%	7.5%	6.5%	70.5%

The interpretation of these various groupings to the colleges must clearly be in terms of similarities in the patterns of excellence, mediocrity and below-average quality revealed in the various grade points awarded the various colleges on each of the 86 variables. The first conclusion which jumps from the table is that the colleges appear to be as sparsely distributed in seven-dimensional hyper-space, in the sense of being as far removed from each other, as they are in the Province of Alberta itself--perhaps even more so.

I. *The first factor* groups together Calgary AVC and Edmonton AVC at one pole with Fairview and Olds at the other. The contrasts that are implied in this classification can be readily identified by reference back to the original data. These point up the differences as being those between a relatively older and more mature student body, heterogeneous in ethnic origin and with a clear and definite occupational orientation (Calgary and Edmonton) and the others. The other two colleges have a student population drawn mainly from the Province of Alberta, from better educated, smaller and wealthier families, with a high proportion of the students living at home. They are not so interested in exploring new ideas nor in developing a professional field of study for its own sake as are students in the two vocational colleges, nor are they interested in establishing an identity for themselves. They do not plan to continue study after graduating. The students at Calgary and Edmonton AVC's are more oriented towards service to others, they are very confident of finding a job on completion of their courses. They are also very willing to be interviewed to give further information about their attitudes.

The most striking contrast between Calgary and Edmonton colleges on the one hand and Fairview and Olds on the other is revealed in the answers to questions 32 to 38. These questions seem effectively to separate out the four student sub-cultures recognized by Trow--"academic," "occupational," "collegiate" and "non-conformist." The division here is between collegiate and academic populations. Calgary and Edmonton students can be reliably categorized as academic and anti-collegiate in their basic orientations. Fairview and Olds are negatively related to these other two colleges being predominantly collegiate and non-academic.

II. *The second factor* sets off the Canadian Union, Mount Royal and Concordia colleges over against Fort McMurray. The first three have as common characteristics (in opposition to the fourth college) a student population diversified in terms of ethnic origins, supporting themselves from savings and part-time work, more than averagely interested in developing a professional field of study but less than averagely interested in developing skills for a job.

In terms of sub-cultures the contrast here is between the collegiate culture represented by Fort McMurray and the anti-collegiate culture of the Canadian Union College, Concordia and Mount Royal.

III. *The third factor* opposes Grant MacEwan College to Vermilion College. The explanation of this factor seems clear in view of the fact that the two colleges appear at opposite ends of the scale with regard to no less than 27 of the 86 variables. These relate to five main areas: type of student registered, students' value system, students' reason for choosing the particular institution at which they are studying and the students' attitudes to the future.

At Grant MacEwan College students declare their parental occupation to be predominantly office worker, self-employed, professional and managerial with farming and labouring accounting for only 24 percent in all. At Vermilion these two occupations account for 75 percent of the sample population, with the armed forces and police accounting for another 8 percent. The students at the former college come from relatively small families, in contrast to the latter where 50 percent come from families of five or more. The students at Grant MacEwan provide a different pattern of reasons for having completed high school. One-eighth declare they did so because they had nothing better to do: more than 15 percent did not finish at all. The percentage of Vermilion students who declare they completed high school because of an interest in study is five times as great (15.4 percent) as the percentage at Grant MacEwan (3.1 percent).

On the other hand, the students at Grant MacEwan were more often in the top 10 percent or 30 percent of their class at high school than the students at Vermilion College. They are much more interested in technical, scientific, and cultural events and choose creative artistic activity as their preferred leisure time occupation much more often than do the Vermilion students. At Grant MacEwan students are much more interested in exploring new ideas and developing a deep grasp of a subject for its own sake and not for immediate occupational purposes than at the other college. Here the students' orientation is much more towards mastering particular occupational skills which they perceive will be useful to them on graduation. At

Vermilion College students regard preparation for marriage and family life as being very important whereas at Grant MacEwan this is given a relatively low priority.

In deciding on which institution to attend, family influence was a major factor in the case of Grant MacEwan students, a minor factor in the case of Vermilion where teachers and high school counsellors played a major role. In the outcome, 64 percent of the Grant MacEwan students say they are very sure they made the right choice. This seems paradoxical when it is observed that this college has the lowest percentage of students who agree that the college has a good reputation which is well-deserved. On the other hand only [illegible]5 percent of the Vermilion students are very sure they made the right choice although it is third in percentage of students who agree that the college has a good reputation which is well-deserved. This anomaly may arise because of the double-theme character of the latter question.

In choosing their subject area for study a quarter of the Grant MacEwan population declare that they were motivated by the idea of service to others, none of the Vermilion students give this as a reason. They were more influenced by the view that the subject offered a good professional training and because the options they had chosen in high school led directly to their particular choice. Students at Grant MacEwan chose their future occupation because it provided the opportunity of doing useful work (69 percent) whereas Vermilion students were influenced by other considerations as well, such as security or that the area was one which would expand in the near future. The latter also predict that they will have a choice of jobs on graduation (62 percent) whereas the Grant MacEwan students tend to be more pessimistic about their career prospects, expecting difficulty, or even great difficulty, in finding a job in their specialty now and in the foreseeable future (62 percent).

In their attitude to the college environments there is the same dichotomy between these two colleges although the pattern of reaction is not clear cut approval versus an unfavourable attitude. The bipolarity of the attitudes can be shown best in tabular form.

Table 9

Percentages of Students Declaring Certain Statements About Their College to be True

		Grant MacEwan	Vermilion
Q. 49	Student energy perceptible	51.7% (12th)*	69.2% (3rd)
Q. 50	Student independence fostered	90.3% (2nd)	58.3% (14th)
Q. 51	Student responsibility fostered	57.1% (13th)	62.2% (4th)
Q. 52	Complaint channels available	86.7% (3rd)	61.5% (13th)
Q. 55	Excellent reputation deserved	61.9% (16th)	84.6% (3rd)
Q. 56	Students encouraged to criticize	93.1% (1st)	41.7% (12th)

*Rank shown in parentheses.

It is surprising at first sight to find as little apparent connection between the general summary question 55 and questions 49, 15 and 55. The apparent discrepancy seems best accounted for by hypothesizing that there are two kinds of student "culture," one in each of the colleges. The Vermilion culture would appear to be predominantly "occupationally" oriented, the Grant MacEwan to be predominantly an "academic" one. If these two types of students contemplate the same phenomenon, they are very likely to evaluate it differently. For the former, the development of independence of thought and action in students, the existence of channels for student complaints and the fact that students are encouraged to criticize courses are not marks of a "good" college. On the contrary, these administrative innovations represent blocks to the pursuit of the major aim, the development of specific skills (cognitive, psycho-motor and attitudinal) essential for efficient performance in a future career. The "academic" student, especially if there is an admixture of "non-conformist" sub-culture, will be less ready to give an over-all rating of "excellent" to his college: he will be rather more discriminating in his praise (if not in his blame). He will regard the opportunity to criticize and complain as a basic right and the fostering of independence in the student as the primary objective of a "good" college.

IV. *The fourth factor* groups together N.A.I.T. and S.A.I.T. These institutes are very similar in 15 of the 86 characteristics used in the analysis. They are both large colleges offering a variety of programs. A large proportion of the students are males (in the proportion of three to one). Having completed high school, students are now primarily interested in technical and scientific matters and minimally interested in thinking about the question, "What they want to be as a person." The student populations in the two colleges are about equally heterogeneous containing a variety of ethnic groups, in addition to about 85 percent of Canadians. They have very similar educational and home backgrounds and very similar leisure time activities and interests. A very small proportion chose their present line of study with the motivation of helping others. Both groups think highly of their institute and consider that the students show plenty of energy in their various pursuits. A very high proportion at both (70 percent) plan to go to work immediately after graduation: few have definite plans to continue their studies except at some unspecificed time in the future. They agree fairly closely in their estimates of their probably annual income: they regard the institute as having given them an adequate preparation for entry into the labour force and agree in their estimates of the probable ease or difficulty with which they will find jobs, about a third (30 percent N.A.I.T; 36 percent S.A.I.T.) anticipating some or considerable difficulty. Compared with students in other colleges, they are generally *unwilling* to be interviewed for future expressions of viewpoints about their needs and motivations.

The question of student sub-cultures is not so clear as with the earlier factors probably because the unifying characteristics of these two colleges is the heterogeneity of the environments, including student populations. Thus the common feature here has to do with the fact that N.A.I.T. consists of a mixture of occupational, collegiate, academic, and non-conformist sub-cultures, in that order and that S.A.I.T. is a mixture of collegiate, academic, occupational and non-conformist sub-cultures, again in that order.

V. *The fifth factor* groups together Canadian Union College and Grande Prairie with Lethbridge at the other pole. The reasons for this are clear when we go back to the original data. Lethbridge has twice as many students as the other two colleges combined. More than a quarter of the students spoke a language other than English as their first language, probably Japanese and East European languages other than Ukrainian. The parents of the students are on a higher educational level at Lethbridge, both fathers and mothers having proceeded in greater proportion to high school and beyond. Families are larger in Lethbridge, on the average, 18 percent of the student population having three or more siblings compared to 9 percent at Canadian Union and 13 percent at Grande Prairie. A greater proportion of these siblings will take post-secondary education in the case of Lethbridge than at Canadian Union or Grande Prairie.

Although roughly the same proportion of students were amongst the top 10 percent at high school, a much greater proportion of those at Lethbridge declare their main reason for completing high school to be interested in their studies; the students at the other two colleges are much more concerned about obtaining the prerequisites for further education.

The student populations at these three colleges differ significantly in the kinds of events they find most interesting. At Lethbridge the prime interest is in sporting events, with entertainment as closest second: at Grande Prairie and Canadian Union students are interested in sports, but an equally large proportion are more interested in cultural events and a considerable proportion in political and economic events. In their choice of a free, leisure-time activity the three colleges also differ in interesting ways. Students at Canadian Union and Grande Prairie are much more interested in creative artistic activities (Canadian Union students in playing music; Grande Prairie students in writing) whereas the Lethbridge students are more interested in "fixing things" and finding the solution to problems. Lethbridge students in a very considerable proportion regard the development of skills necessary for a career to be very important: they emphasize the need for preparation for immediate employment on graduation. Students at the other two colleges do not basically disagree with them on these points but do not lay so much stress on immediacy and concreteness, seeing these skills and job orientation as being of less importance. They emphasize more the need for a broad professional education, without having a particular career or occupation in mind.

A much greater proportion of Lethbridge students chose this college on the grounds that it provides a very good training in the particular field of study the student is interested in. However 75 percent of the students at the three institutions believe that their college has an excellent reputation which is well-deserved. Family influence was of much less importance in the case of Lethbridge. In the two other colleges, a third of the student body describe this as being the major influence in deciding to attend this particular institution. More than two-thirds of the parents in the latter cases desired the student to do "as he is doing now" on leaving high school, whereas this is the case with less than half of the Lethbridge students. At Grande Prairie, a quarter of the students would have preferred to start working, at Canadian Union 12 percent and at Lethbridge only 7 percent.

The students' perceptions differ with regard to the degree to which they help each other. At Canadian Union (86 percent) and Grande Prairie (91 percent) there is a consensus of more than 85 percent of the student body that students often help each other with their work: a more competitive spirit seems to prevail at Lethbridge College where only 73 percent agree with this statement. At Lethbridge students tend to support the statement that classrooms and laboratories are completely adequate (80 percent) or good (20 percent) whereas at Grande Prairie and Canadian Union College these proportions are *very* much reduced with a considerable minority suggesting the facilities are quite inadequate.

The major contrasts between Lethbridge and the other two colleges, Canadian Union and Grande Prairie, can be summed up in the statement that the predominant student culture at Lethbridge is "occupational" whereas at Canadian Union and Grande Prairie the culture seems to be "anti-occupational" but not clearly belonging to any of the other three types.

VI. *The sixth factor* singles out Medicine Hat College relating it somewhat to Grande Prairie positively, and to Olds and Fairview negatively. As far as the special features of Medicine Hat are concerned, these can be recognized in terms of study of the 86 variables. The college has an unusually large proportion of students of German ethnic origin (30 percent) and of students born in Canada (92 percent). An unusually high proportion are married and living in their own home. It is first in the proportion of students with some experience of university education. It is the highest in proportion of students who completed high school because of their interest in succeeding in their studies and is very low in the proportion of those interested primarily in a career or occupation. A very large proportion of the students, relatively to other colleges, were in the top 10 percent of their classes at high school. In spite of these indications, however, students' values and attitudes are relatively undistinguished. Except in one area, the college population tends to fluctuate around the average level. They have the highest proportion of students who chose the college because it was close to home (48 percent); after Concordia students, the case of finding work afterwards had little weight in their decision. But the area in which the students are quite outstanding is in relation to their degree of satisfaction with the physical facilities and arrangements. This student population notes that the sports and recreation facilities, the cafeterias and common rooms, the library facilities, classroooms and laboratories are completely adequate in the highest proportion of all six colleges.

The other respect in which this college is unusual is the degree of satisfaction expressed (in percentages of satisfied students) with regard to other aspects of the environment. For example, the college falls in either second or third place in the proportions agreeing that students work hard, that courses are well-organized, that students are encouraged to criticize courses, that there are very adequate opportunities for student self-government, that study areas other than the library are completely adequate. Interestingly enough, however, they are amongst the bottom three student groups in the percentage believing that the students develop a sense of social responsibility.

We are dealing here with an academic sub-culture, with subordinate, minor sub-cultures.

VII. *The seventh factor* contrasts Red Deer with Mount Royal College. Red Deer has about twice the proportion of native-born Albertans compared to Mount Royal but only a third of the proportion of students born in other Canadian Provinces. The socio-economic origins of the students also differ considerably between the two colleges insofar as 25 percent of the Mount Royal students come from a labouring background, 10 percent from a farming background, whereas the relative proprotions at Red Deer are 7.5 percent and 22.5 percent. In the larger families many more children in the Red Deer group will go on for post-secondary education than in the Mount Royal group. Although a much higher proportion of the Red Deer students were in the top 10 percent of their classes at high school, Mount Royal students constitute a much higher proportion of the student population, giving as their reason for completing their high school course "interest in studies." Unlike the Red Deer students they tend to be uninterested in political and economic events, neither are they particularly interested in creative artistic activities in their free time. However, they seem to be interested in things of the mind generally more so than the Red Deer students, a very high proportion noting that the excitement of learning and of exploring new ideas is very important to them (43 percent as against 28 percent). Likewise, many Red Deer Students gave as their main reason for choosing this college that it was close to home, whereas very few of the Mount Royal students gave this as their reason. There is another reversal in this area in that many Mount Royal students gave their main reason as their need for prerequisites for further training, few Red Deer students gave this as their most important reason for choosing this particular college. The parents played rather different roles in the students' decision. About 10 percent of the Mount Royal parents provided critical assistance in making the decision whilst 40 percent gave only support and encouragement: in the case of Red Deer the proportions are zero and 63 percent respectively. Twice the proportion of Red Deer students anticipate some trouble or even a great deal of difficulty in their courses compared to the students at Mount Royal. At the former college, students believe they develop a sense of responsibility, at Mount Royal students are much less convinced of this. Channels for student complaints appear to be more visible at Red Deer than at Mount Royal. There is a difference too in the perception of students' tension, especially at examination times: at Red Deer 50 percent agree that students are tense, at Mount Royal only 33 percent agree. Apart from the adequacy of study areas, the environment at Red Deer is more favourably evaluated by students than is the case in Mount Royal. Sports and recreation facilities, cafetarias and common rooms, opportunities for special interest groups, opportunities for student government, library facilities, classroom and laboratories-- these are highly approved by the Red Deer students, normally being endorsed as completely adequate by about twice the proportion of students as at Mount Royal.

The contrast between Red Deer and Mount Royal can be summed up in terms of the "academic" sub-culture at Mount Royal and the "occupational" sub-culture at Red Deer.

We can sum up these patterns of relationship between the sixteen colleges by categorizing them in terms of the predominant and minor student sub-cultures, recognizing that these can be readily categorized as "occupational," "academic," "collegiate" and "non-conformist." The following table brings out these similarities and differences in a summary fashion.

Table 10

Student Sub-Cultures in Relation to Factors

Name of College	Student Sub-Cultures			
	Major	Minor in Order of Significance		
1. Calgary AVC	academic	anti-collegiate	occupational	
2. Canadian Union	anti-collegiate			
3. Concordia	anti-collegiate			
4. Edmonton AVC	academic	anti-collegiate	occupational	
5. Fairview	collegiate	anti-academic		
6. Fort McMurray	collegiate			
7. Grande Prairie	anti-occupational			
8. Grant MacEwan	academic			
9. Lethbridge	occupational			
10. Medicine Hat	academic			
11. Mount Royal	anti-collegiate	academic		
12. N.A.I.T.	occupational	collegiate	academic	non-conformist
13. Olds	collegiate	anti-academic	anti-occupat'n	non-conformist
14. Red Deer	occupational			
15. S.A.I.T.	collegiate	academic	occupational	non-conformist
16. Vermilion	occupational			

Chapter 5

THE STUDENTS AS A GROUP

In what follows we must remember that all the statements made are *estimates* which refer to a total college population of 13,397, but that we have sampled at best only 7 percent of the student body. The techniques used in selecting the sample, coupled with a very high response rate (just over 85 percent), inspires us to proceed with confidence to generalize about the nature of the total student population of the Province of Alberta in post-secondary, non-university institutions. But the reader should constantly bear in mind that the complex selective processes operating in relation to the colleges' intake, together with the unusual demographic characteristics of this population and the different selection ratios used in choosing respondents depending on the *size* of the college, the differential wastage caused by particular questions not being answered by some respondents--these reduce the confidence with which particular conclusions may be drawn.

These, and other processes, can be regarded as confounding variables which interfere, in an unknown way, with the proportions of cases, in all categories, particulary in some. For example, an estimated 24 students failed to say whether they were male or female, an estimate of 23 females failed to state their age. These examples strongly suggest that a number of important comparisons will be affected in unknown ways. Again, choosing at random, 843 students (about 6 percent of the sample) left the question on the opportunities to form special interest groups in the colleges unanswered;

just over a thousand failed to answer the next question on student government.

By an elaborate process of deduction we could, of course, seek to discover the characteristics of students who failed to complete these, and similar, questions. This would provide data for speculation about what they would have answered if they *had* answered. But such an approach would be an elaborate exercise in futility: our conclusions would still be in terms of probability. They might indeed be less likely than the conclusions drawn from a straightforward analysis of the "hard data."

As an introductory summary we may say that the post-secondary, non-university college population of Alberta consists predominantly of young, unmarried males, born in Canada, of British descent. They are Christians (Catholic or Protestant) whose parents speak English at home. The education of their fathers and mothers terminated at high school level. The parental income is moderate--they are not poor, neither are they rich. The students come from relatively large families (four or more children). They are from a non-professional background and expect only one, or perhaps two, of their brothers or sisters to proceed to higher education. They mostly live at home during term time, their homes being near one of the two main centers of population, Edmonton or Calgary.

The great majority completed Senior High school or its equivalent, being urged to do so by considerations of a future career. They have a strong occupation drive at the present time. Mostly they were average, or slightly above average achievers at high school. They have little interest in political or cultural matters, preferring to devote their spare time to entertainment or to sporting and fashion events. They have a practical orientation in daily life and do not much favour solitary activities. In fact, they spend their free time in various kinds of group activities with friends. Their major aspirations for the future are oriented towards an occupation, towards friendship, and towards establishing an identity for themselves. Thinking about marriage and family life does not preoccupy them very much, nor do they look on the prospect of "having fun" in the future as a major motivation in their studies. They intend to continue their studies although from an occupational base, not as full-time students. They expect to earn a lot more than their parents and to be in a higher occupational bracket.

Mostly they made the decision to attend a particular college themselves, on the basis of information derived mainly from calendars, but to some extent from family members or friends who had attended the particular institution. Indeed a large majority decided to attend college against their parents' inclinations. On the other hand, half had actually planned to do something different on leaving high school. They chose their present program on the basis of liking for the area of study.

The student group can be classified in a number of ways on the basis of the questionnaire data. For clarity of exposition, we will provide a breakdown by content area of the questionnaire.

1. Demographic Characteristics (Questions 1-22). The student population is divided between the sexes in the proportion of about two men to each woman (males 8,512; females 4,861). They fall mostly in the age range 18-24 years (77 percent). There are sizeable proportions in the age

ranges; 17 years or less, and 25-29 years. Three-quarters are bachelors or spinsters; about 20 percent are married. As far as religion is concerned, a quarter of the group are Roman or Greek Catholics; a quarter are Anglicans; a quarter have no religious affiliation at all. Most of the remaining quarter are Protestants; only a tiny percentage declare themselves to be Eastern Orthodox. Roughly half of the sample are British in ethnic origin, another quarter are of West European origin; only 6 percent are French and 7 percent are of Ukrainian ethnic origin. Two percent are North American Indians.

More than 85 percent of the students were born in Canada (60 percent in the Province of Alberta); the other countries of origin (U.S. 2 percent; Great Britian, 2 percent; Western Europe, 4 percent; Eastern Europe, one percent; the rest of the World, 6 percent) have at best a token representation. More than 80 percent learned English as their first language. French, German and Ukrainian account together for less than 10 percent of the first languages spoken by respondents. The fathers of half of the respondents, and 40 percent of the mothers, did not proceed beyond junior high school. About 10 percent of the parents had some university education. The farming community provides about 20 percent of the student population, another 14 percent come from the craftsman group, 14 percent of parents are self-employed; there are smaller proportions whose fathers are from managerial, office, professional and labouring occupational groups. Forty percent of parents have an annual income of less than $7,000; 13 percent have $15,000 or more. Three percent of the students are only children, 37 percent belong to families of five or more. Forty percent have neither a brother nor a sister at college or university, nor do they expect to have one. Three-quarters live at home during term-time, either with parents (32 percent) or in their own home (43 percent). Nearly a fifth of the sample leave the parental home to attend college during term-time, to return there during vacation. Most of these students live in lodgings when away from home. Eighty percent of the group live near the main centres of population, Edmonton, Lethbridge, Calgary or Red Deer. Parents support about a quarter of the group through college; another quarter support themselves from personal savings or part-time work; about a third are financed by loans, grants or scholarships; the rest have some other means of support.

2. Previous Education (Questions 23-25; 43; 44). About 10 percent did not complete high school. More than three-quarters (76 percent) were inspired to do so by virtue of occupational motivations; two percent say they had nothing else to do. Only 21 students were influenced to complete high school by their teachers (0.2 percent). Less than 10 percent (7.8 percent) did so because of an interest in study. It is indeed extraordinary, as we shall see, how little influence teachers exercised on this population with regard to vital educational decisions. Two-thirds of the group describe their position in high school as having been "average;" 12 percent claim they were amongst the top ten percent. Fifty percent of the group, on leaving high school, wanted to attend college; 15 percent would have preferred to continue with other studies (presumably at university): 13 percent wanted to start work; 9 percent would have liked to travel. The remainder would have preferred marriage, or to join the family business, or do something different.

Roughly similar proportions of the parents would have made the same choices for their children.

3. Interests and Activities (Questions 26-30). The student group seems to represent a fair cross-section of the community as far as interests and activities are concerned. The most interesting event, say 60 percent of the sample, is either in the area of sport (34 percent) or entertainment (27 percent). Less than 10 percent are interested in political or economic questions; another 10 percent are interested in cultural events. Ten percent of the women students are interested most of all in fashion events, so say also 27 percent of the men. Technical and scientific events interest about 20 percent of the men most of all, as well as 10 percent of the women. As far as recreation goes, 28 percent of the group would choose as their free activity either writing, painting, playing music or acting; 22 percent like "fixing things" best of all; a third of the women choose decorating as their favorite activity while about 10 percent of the group express a liking for solving problems. Presented with a different list of preferred activities, 24 percent would be most likely to go out on a "date." Thirteen percent would prefer to talk with friends; 7 percent would go to the local tavern; 20 percent would go to a sporting event; 27 percent would watch TV or listen to music as their first choice.

4. Future Plans and Aspirations (Questions 31-38, 66-69, 70-72, 73, 74). The basically serious nature of the college population is brought out in the pattern of answers to questions which deal with what they hope for from the future and what they hope to achieve. Eight kinds of activities

were presented with the invitation to say whether the respondent regarded these as being very important, of some importance or of no importance. The percentage of replies in each category is shown in Table 11.

Table 11

Students' Values

	Percentage Replying		
	Very Important	Some Importance	No Importance
Q. 31 preparation for marriage and family life	27	41	32
Q. 32 having fun	38	48	14
Q. 33 establishing meaningful friendships	52	40	7
Q. 34 thinking and preparing for career	79	18	3
Q. 35 mastering a field of study	63	28	8
Q. 36 exploring new ideas	37	48	15
Q. 37 developing a deep grasp of an area	21	51	28
Q. 38 finding oneself, discovering values	57	30	13

This basic seriousness is also brought out in the fact that 83 percent of the group intend either to pursue other studies (26 percent) or to go to work (57 percent) on completion of their present course. Only 8 percent "don't know" what they plan to do, even in a general way. Seventy percent of the group envisage at least the possibility of continuing to study in the future; 11 percent see this as unlikely to happen. Twenty percent have not yet decided on their future occupation and the students' occupational aspirations. The indications seem clear that the students perceive the education they are receiving as a step toward mobility, out of the manual worker categories into the professional and managerial. This is confirmed by a two-way classification and analysis of "parental" by "child-aspiration" occupation, but a straight comparison will make the same point.

Table 12

Parental Occupation and Students' Aspirations

Occupation	Parental	Students' Choice
1. Farmer	18.4	2.0
2. Teacher	4.8	17.4
3. Professional	6.4	20.4
4. Craft Trade	14.2	8.8
5. Labourer	17.1	1.8
6. Office Worker	10.7	14.9
7. Managerial	11.3	10.6
8. Self-Employed	14.0	3.7
9. Police, Armed Forces	3.1	Option Omitted
10. Undecided	-	20.4

A similar conclusion is suggested by comparing parental income with the students' perception of his anticipated value to society, shown by his estimate of his probable annual income.' The relationship between the parents' combined annual income and what students expect to be earning on leaving college is shown in the next table. More than 24 percent of the students anticipated an earning capacity more than the *combined* income of their parents. Whether this estimate is realistic or not, it points clearly to what must be a major motivating factor in the student's pursuit of higher education.

Table 13

Student's Estimate of Salary Compared with Combined Parental Income

Very much less than parents	Much less than parents	Less than parents	Same as parents	More than parents	Much more than parents	Very much more than parents
12%	16.5%	20.5%	26.5%	15.5%	7%	2%

Asked to choose as first and second choices two things which they expect to be most important to them in the future from a list of nine vital concerns, the students' choices ranked them in Table 14.

However, the students are not motivated by the narrow conception that higher education is the path to affluence and financial security, the only prop for the good life ("*la dolce vita*" conception of happiness). Nearly half chose their particular occupation because the found the work very interesting (47 percent); 14 percent chose it as an expanding area; 6 percent as well paid or a secure job (11 percent). Students perceived their situation on completion of their courses as a matter of risk--38 percent said jobs were scarce, they foresaw some or even great difficulty in establishing themselves in work. This was not regarded as any fault of the colleges. However, only 10 percent saw the courses and curricula offered by these institutions as inadequate in preparing students for their future job situation.

Table 14

Students' Vital Concerns for Future

Rank Order	Concern With	Weighted Choices per 100
1st	Occupation	42.3
2nd	Marriage	24.2
3rd	Children	8.7
4th	Friendship	8.5
5th	Intellectual Life	4.3
6th	Religion	4.2
7th	Aesthetic Life	3.4
8th	Community	3.1
9th	Sports	3.1

5. Attitude to College (Questions 47-58, 39-42, 45, 46). To discover the students' view of the college environment certain key items from the *College Environment Index* (McLeish, 1970) were included in the questionnaire (questions 49-58). In addition, the confidence of the student in relation to the correctness of the decision he had made in choosing the particular college, as well as his confidence about the work he has handling at the college, were probed. Only 9 percent expected some trouble with college studies; another two percent expected or were actually experiencing great difficulty. More than half (57 percent) were very sure they had made the right choice of college; a third were fairly sure (33.7 percent); 9 percent were not sure at all that they had made the correct decision.

The replies to the questions about the college environment can be tabulated in terms of whether the respondents believed the key statement to be true or false about their own institution. (Table 15)

Taking a consensus of two-thirds of student opinion as a cut-off point, implying that this amount of agreement probably reflects something objective about the college, it follows that students agree that the post-secondary non-university colleges do foster independence, that channels are readily available for the expression of dissatisfaction, that students as a group do *not* work hard for the "fun of it," that college courses are well organized, that the good reputation of their college is well deserved, and that students often help one another with their work. There is better-than-chance agreement that students put a lot of energy into whatever they do, that many develop a sense of responsibility about social and political

Table 15

Students' View of Educational Environment

Statement	% Recording "True"	% Recording "False"
Q. 49 student energy visible	59%	41%
Q. 50 student independence fostered	75%	25%
Q. 51 students develop responsibility	58%	42%
Q. 52 student complaints, channels exist	74%	26%
Q. 53 students work hard	29%	71%
Q. 54 courses are well organized	90%	10%
Q. 55 college's good reputation deserved	83%	17%
Q. 56 students encouraged to criticize courses	60%	40%
Q. 57 students help each other	88%	12%
Q. 58 students are tense during examinations	43%	57%

life and their role in the community, that they are encouraged to criticize courses, and are not tense either in the normal run of events nor at examination times.

Altogether, the students' attitudes seem to be extremely favourable to the colleges. Student morale seems, in general, to be high. Although comparable data do not exist for the university population in Alberta, general impressions suggest that (for a number of reasons having to do with the nature, aspirations and expectations of the student body) the universities would not come off so well in these respects as do the colleges. Although there are differences between the sixteen colleges in the group, these are not significant enough to invalidate the generalizations made above. Where a doubt exists, it is clear that the student body is prepared to give the college the benefit of this doubt.

Other questions throw light on the students' attitudes, especially prior to entering college. They suggest the attitude of neighbouring communities to the work done by these institutions and the success with which they serve the educational needs of these neighbouring communities. Presented with a choice of eight reasons for selecting thier particular institution, 38 percent of the students said they chose it because it was a very good college for training in their particular field. The second best reason, given by 12 percent of the students, was that it was relatively inexpensive compared to other kinds of studies. Presented with eight more possible reasons, students emphasized that the training given made it easy to find a job afterwards (19 percent); 15 percent said they chose it because it was close to home; 12 percent because they did not have the prerequisites for other training. A large number of students obtained information about the colleges from calendars (32 percent); 20 percent chose theirs on the recommendation or on the basis of information provided by old students; 13 percent consulted with family and friends. More than half of the students (56 percent) were not influenced by anyone in making their decision. Teachers and counsellors together exerted influence on only 7.5 percent of the students in making the decision. Canada Manpower played about the same role. Parents provided critical help or encouragement to 56 percent of the students in making their career decision. The main reason for selecting the particular department in which to enroll was *liking* for the subject of instruction (51 percent); employment opportunities on completion of course provided the next best reason (16 percent of the cases).

6. Students' View of College Provision for Needs (Questions 59-65). The various needs of the student body, whether social, recreational, vocational or narrowly oriented towards job training, constituted one of the main centres of interest of the present inquiry. A group of questions with the same format explored these areas: the results readily lend themselves to tabulation. (Table 16)

Just less than half the student body is completely satisfied with the seven kinds of facilities listed in Table 16. Just over a third believe the facilities could be improved; 15 percent regard the facilities as inadequate for their needs. This argues a remarkable degree of contentment amongst the student body. The suggestions made by students towards improving college amenities will be dealt with in a later section. Here it need only be noted that the general pattern of attitudes, and the evaluation of the sixteen colleges, is highly favourable to the colleges and their administration. It is clear that the student body has approached the task of providing information about their needs, and their impression of the provision made in post-secondary education, in an extremely responsible and open fashion. The fact that their attitude is so positive has been a surprise to the present writer who is more familiar with student unrest, dissatisfaction and general negativism. The students' expressed attitudes need not generate complacency on the part of those who provide the courses, amenities and financial support. But a certain amount of self-satisfaction and congratulation for effective performance, seems appropriate.

Table 16

The Colleges

Facility Provided by Institution		Students' View of Provision		
		Completely Adequate	Good	Inadequate
Q. 59	Sports and recreation	48%	34%	18%
Q. 60	Cafeteria, common room	45%	42%	13%
Q. 61	Special interest groups	49%	37%	13%
Q. 62	Opportunity for student government	47%	41%	12%
Q. 63	Facilities for study and research	49%	35%	16%
Q. 64	Classrooms, laboratories	63%	30%	7%
Q. 65	Study areas, non-library	34%	42%	24%
	Averages	48%	37%	15%

Chapter 6

STUDENTS' ATTITUDES: DEMOGRAPHIC DIFFERENCES

The main reason for including demographic variables was to determine specific needs which were unsatisfied and specific attitudes which develop in terms of the student's prior value-systems and attitudes based on such factors as sex, age, religion, place and residence, etc. It is clear from the analysis that such differences do exist.

Sex Differences

The first fact that emerges in comparing the distribution of the two sexes with regard to the variables in the study is that females in the group 22-24 years are badly under-represented in the sample. Having regard to the fact that men are already over-represented in general, being about two to one in the total sample, this suggests that the programs of certain colleges (we would instance as possibilities, Fairview, Vermilion, S.A.I.T., N.A.I.T.) are relatively unattractive to this section. On the other side, the male students differ from the female in the disproportionate numbers of females whose costs of education are met by parents or husbands, in contrast to the men students, over 30 percent of whom support themselves through part-time work or from their own savings. Only one percent of the weighted sample are in receipt of scholarship, another 3 percent pay for their education from grants and loans. This suggests that if money were more readily available in the forms of grants and scholarships, many more males would take advantage of the post-secondary opportunities available to them in the Province.

The women students express themselves as being more interested in entertainment and fashion events than do the men who are more interested in sports, technical or scientific events. It still seems to be the man's place to "fix" things in the home whereas the women are concerned with home decoration. Women are more interested in talking with friends, going on dates and watching T.V where as the male students prefer going to the tavern, participating in sports, more so than do the women.

As far as certain vital concerns go, the main differences between the men and women students are that women are much more interested in forming meaningful friendships and in discovering what kind of person they really want to become than are the men. Men are much more interested in developing a deep, professional grasp of a field of study and somewhat more interested in preparation for marriage and family life. The two sexes do not differ in their attitudes to "having fun," developing the skills necessary for a career or to the excitment of exploring new ideas.

The greater seriousness and greater degree of job orientation of the male students are shown in the fact that, to a greater degree, they chose the college to attend from a study of college brochures or calendars, whereas a greater proportion of women were more influenced by information given by firends or family members or by reports about the superior quality of the teaching methods used. Proportionately more of the men than of the women would have preferred to start work or to travel immediately after finishing high school; more of the women would like to have got married or taken up other studies. More of the women chose their present specialty because they believed it offered the opportunity of being of service to others.

Proportionately, women students appear to take a slightly more favourable view of the colleges, presumably because they are not so subject to the additional strains imposed on male students by virtue of their occupational orientation, the fact that they are more self-supporting and have greater family responsibilities. The differences are quite small, with one exception: this in fact reverses the general trend insofar as male students express a *more* favourable view. Proportionately more men consider that their college has a good reputation which is well-deserved. Interesting sex differences are apparent in relation to the expressed attitudes to the various extra-course facilities provided by the colleges. Men students as a group are more impressed than are the women by the sports facilities, by the opportunities provided for student government and by the classrooms and laboratory facilities provided. Women are less impressed by the cafeterias and common rooms, the opportunities for special interest clubs, the libraries and classrooms.

Given a choice of various activities, proportionately more of the women declare that they would prefer to continue with further studies when their present courses are finished (possibly because there are more part-time and short-course students in this group). However, on being asked for a definite commitment more of the men declare they will (definitely or probably) continue with future studies. As far as occupation is concerned, more women intend to become teachers or office workers; more men intend to take managerial positions. It is hardly surprising therefore that women anticipate considerably less than do the men in annual income when they have completed their present courses, nor that they consider opportunities of service to others as being most important in the choice of a career. As an additional sex burden, proportionately more women expect to have great difficulty in finding employment when they have completed their present programs. This appears to have nothing to do with the provision and training made by the colleges as the two sex groups are equally satisfied that the kinds of courses offered are adequate preparation for future entry into the labour force. As a kind of compensation, women are proportionately more oriented towards marriage, and men towards their occupation, in their first choice of important future activities.

Age Differences

As far as age is concerned, there are no specific trends of interest from the point of view of students' needs and motivations. General trends, such as might be predicted, can be found. For example, religious affiliations are different in different age groups. The proportions of Roman (or Greek) Catholics change slightly, first appearing to decrease, then to increase. The proportion of Protestants increases as we go up the age groups. The proportion of atheists and agnostics seems to increase, then to decrease; as the older age groups are traversed. Similar trends may be detected with regard to marital status: the proportion of single students decreases over the age span; the proportion of married increases. The proportions living with parents decreases with age, the proportion living in their own residence increases. Various similar, more or less well-marked trends are visible; had they been otherwise the nature of the sample would be suspect.

As far as educational matters are concerned, the factor of age begins to show some significance in relation to sources of information about particular colleges. Canada Manpower begins to be a significant source of information in the age group 22-24 years, increasing in importance with the increasing age of the groups until more than half in the range 40-49 years put it down as the one most important source of information. The news media become important in the same way but not to the same extent. The contrast can be seen in Table 17.

Table 17

Source of Information About the College

Age Group Sources of Information	Age Groups 18-21 Years	 25-29 Years	 40-49 Years
School	21%	6%	5%
Intimate associates	31%	37%	9%
Public sources	7%	13%	20%
Canada Manpower	2%	33%	55%
Calendars	38%	10%	11%

Apart from these trends, and a general tendency for older students to take a more favourable view of the college they are in and the facilities it offers, there appear to be no systematic variations across the age groups.

Place of Birth and Ethnic Differences

Apart from other associated demographic variables, such as parental occupation, place of residence in Alberta, first language spoken, etc., the birth-place of the student and/or his ethnic origin carry with them interesting differences both in value systems and in attitudes. These clearly reflect cultural differences. The college student population represents a multi-national system within which such variables as the country or origin of the student, his parents and other ancestors, operate to generate great diversity of viewpoint. We can search for these underlying differences within the student body at several different levels. Each of these levels is connected, sometimes very directly, at other times quite indirectly, with the needs and motivations of students which should be of concern to colleges. Once again what is needed to bring out these differences is a simple, uniform or standard statistic, a common measure which enables us to compare groups of students and different values.

In the case of values, a group of questions (Q. 31 - Q. 38) invites the student to designate the importance of particular ends which may or may not be significant in terms of his own objectives in his present course of study. The percentages of students stating that a particular objective is "very important" or of "some importance" gives us a common criterion with which to measure the significance of these values. In comparing the different ethnic groups, two categories ("very important" and "some importance") have been combined, giving the first a weight of *one* and the other a weight of a *half*. The results are shown in Table 18.

Table 18

Place of Birth and Patterns of Value

Value	Canada	Alberta	Britain	U.S.A.	Canada Indian	West. Europe	East. Europe	Asia	South America	Rank of Value
Q. 31 Preparing for family life	47	48	46	58	52	46	22	55	27	8th
Q. 32 Enjoying oneself socially; having fun	66	64	56	67	58	50	31	47	26	6th
Q. 33 Establishing meaningful friendships	71	74	77	87	75	51	63	71	76	3.5
Q. 34 Thinking about future occupation & career	87	88	99	83	91	89	100	87	50	1.5
Q. 35 Mastering skills for immediate employment	76	78	88	85	89	75	93	77	100	1.5
Q. 36 Exploring new ideas-learning.	65	58	72	81	71	70	51	69	99	5th
Q. 37 Developing a deep grasp of a field of study	47	45	63	43	53	60	27	57	75	7th
Q. 38 Finding oneself; thinking about values	76	72	68	62	90	69	73	85	50	3.5
Average Score	67	66	71	71	72	64	58	69	63	-
Rank of Group	5th	6th	2.5	2.5	1st	7th	9th	4th	8th	-

We may hypothesize that these values share some general quality. It seems to be "responsible participation with others." In other words, each value reflects an aspect of socialization of the student groups. Each in his own particular way has taken on the social imprint of the "ideal student." The total group, including all the different varieties of students testifies to the success or failure of this process of socialization, the nature of the student ideal assimilated in passing through the school system, the family, and other social agencies. The consensus which different groups express about particular values provides us with a picture of this ideal.

As far as the total student population of Alberta is concerned, the different values selected for consideration in the questionnaire are ranked in a hierarchy as follows: thinking about a future occupation, and mastering particular job skills for the purpose of immediate employment tie for first place; thinking about the question of identity and values, together with the establishment of meaningful friendships come next in importance; exploring new ideas and the excitment of learning come fifth in significance; enjoying oneself, having fun, comes relatively low down at sixth place; even lower, in seventh place, comes the idea of developing a deep grasp of a specific field of study, not necessarily with a particular career or occupation in mind; lastly, but still with a considerable number of votes comes preparation for marriage and family life. Clearly, in Trow's sense, the "vocational" culture is predominant in the student body as far as the value system expressed is concerned. But there is a considerable admixture of the other three student cultures as well. We can estimate the relative contributions of each by using the factor loadings for the eight variables in combination with the voting percentages. Expressing the predominant "vocational" sub-culture as 100, the rest of the mixture can be characterized as "academic," 71; "collegiate," 65; "non-conformist," 57. This categorizes the basic needs and motivations of the group as a whole.

The different ethnic origins of students shown in the table represent another dimension of considerable interest. The Canadian Indian students, perhaps as a consequence of their marginal situation, appear to be closest to the student norm or ideal as this is widely accepted and propounded by institutions. However, this is not due to any overall superiority in assimilating the various values of this group in contrast to the others. Rather, it is a consequence of the fact that this group is consistently average or above average in *all* variables and very much above average in one of these. Other groups tend to fluctuate above and below the average of the total group. In other words, it is a statistical artefact. This suggests that it would be more profitable to elicit the different *emphases* of the various ethnic groups, the value-patterns to which they adhere, instead of adding scores for values that often point in different directions. Using factor scores and combining the responses as appropriate, the following result (Table 19) is obtained as a very tentative first approximation.

The main conclusion to be drawn from these comparisons are as follows: (i) the student group as a whole has a predominent orientation towards "vocational" values, but this is modified by the perception of the necessity for an academic base in the pursuit of career skills; (ii) preparation for a career or an occupation does not exclude the idea

Table 19

Ranking of Students by Country of Origin

"Vocational" sub-culture		"Academic" sub-culture		"Collegiate" sub-culture		"Non-Conformist" sub-culture	
East Europe	112	South America	100	U.S.A.	76	Canadian Indian	68
Britain	108	- - - - - - - - -		- - - - - - - - -		Asia	64
Canadian Indian	104	U.S.A.	75	Alberta	67	- - - - - - - - - -	
- - - - - - - - -		Britain	75	Canada	66	Canada	59
U.S.A.	97	West Europe	73	Canadian Indian	66	Alberta	58
Alberta	96	Canadian Indian	71	Britain	65	Britain	57
Canada	95	Asia	71	Asia	60	U.S.A.	57
West Europe	95	- - - - - - - - -		- - - - - - - - -		East Europe	56
Asia	95	Canada	65	West Europe	51	- - - - - - - - - -	
- - - - - - - - -		Alberta	59	South America	48	West Europe	50
S. America	87	- - - - - - - - -		East Europe	44	South America	48
		East Europe	47				

that this is not entirely an end in itself but is the foundation of a life which includes friendship, fun and recreation;

(iii) the vocational drive is not incompatible with the continuing search for identity, nor with the establishment of meaningful friendships, at least in the view of this student body. These general findings on student values are to be seen as a framework within which different ethnic groups place a special emphasis on particular kinds of activity, pursuits or objectives.

These various emphases are as follows: (a) East Europeans are most strongly "vocationally" oriented, with the least admixture of other sub-cultures; (b) those born in South America express their highest allegiance to "academic" values with complete de-emphasis of the other values; (c) Canadians (including Albertans) tend to generate a "collegiate," "non-conformist" sub-culture which is "non-academic" and not particularly career-oriented; (d) Canadian Indians on the other hand are strongly oriented towards vocational values and towards non-conformism; in these respects they differ markedly from other North Americans; (e) students born in America are predominantly "collegiate" in their basic value-system but they place some emphasis on "academic" and "vocational" activities, especially the former; (f) students born in Britain are "vocationally" oriented; they are similar to Americans in adhering to "academic" and traditional (conformist) values but differ from them in de-emphasing the "collegiate" spirit; (g) students from Western Europe tend to be "counter-culture" people in that they gravitate towards the bottom of three subcultures and appear in the middle of the fourth--the "academic sub-culture. This suggests a balanced or perhaps a relatively uncommitted view of the significance of the given objectives in relation to their present course of study; (h) students born in Asia fall into the non-conformist category with Canadian Indians; they resemble these students also in their relative coolness towards "academic" and "collegiate" activities, they differ in that the Asiatics are relatively unaffected by the "vocational" drive.

The main significance of these variations in accepted valuations relates to the fact that the different groups perceive the college environments differently. Those differences are summarized in the following table.

Table 20

Place of Birth and Students' Perceptions of the College Environment
(Percentages Accepting Favourable Statement)

	Canada	Alberta	Britain	U.S.A.	Canada Indian	West Europe	East Europe	Asia	South America
Q. 49 Student energy	51	60	61	66	64	59	100	55	100
Q. 50 Independence	81	74	67	56	66	75	84	76	100
Q. 51 Responsibility	58	57	61	71	64	60	69	65	100
Q. 52 Complaints	70	76	85	75	65	89	85	57	100
Q. 53 Work hard	30	27	31	47	30	32	53	46	100
Q. 54 Courses	90	90	91	89	93	83	100	95	100
Q. 55 Reputation	86	81	82	82	96	81	100	91	100
Q. 56 Criticism	56	59	67	73	45	83	69	72	100
Q. 57 Cooperation	89	88	91	89	68	92	100	62	51
Q. 58 Relaxed	58	58	78	60	64	35	47	52	4
Q. 59 Sports	48	48	53	24	40	30	58	57	96
Q. 60 Cafeterias	43	46	45	54	40	51	39	56	2
Q. 61 Special Interests	48	50	66	66	25	44	72	32	96
Q. 62 Student Gov't	45	49	57	66	48	35	59	35	0
Q. 63 Library	47	49	36	66	65	51	59	64	51
Q. 64 Classrooms	58	63	66	63	60	68	74	77	98
Q. 65 Study areas	42	30	21	25	34	39	54	33	51
Average Score	59	59	62	63	57	59	72	60	73
Rank Order	8th	7th	4th	3rd	9th	6th	2nd	5th	1st

Putting the two sets of data together, it is possible to see a connection between the cultural perspective from which the student perceives the college and the judgment he makes of it. The analysis is relatively crude since we have not controlled for the actual differences between colleges nor for differences in the college enrolment figures for students of foreign origin. These two differentials confound these comparisons of ethnic groups. We tend to confuse the very real differences between the colleges which we have already dealt with with the differential viewpoint of the different value systems of the student groups. The following table is suggestive: it provides interesting hypotheses for future examination.

Table 21

Rank Order for Favourable - Unfavourable Attitudes and the Corresponding Student Subcultural Perspectives

Rank Order of Group	Group Place of Origin	Predominant Sub-Culture
1st	South America	"Academic"
2nd	Eastern Europe	"Vocational"
3rd	U.S.A.	"Collegiate/Academic"
4th	Britain	"Vocational"
5th	Asia	"Non-conformist"
6th	Western Europe	"Anti-collegiate/conformist"
7th	Alberta	"Non-academic/collegiate"
8th	Canada	"Non-academic"
9th	Canadian Indian	"Non-conformist/vocational"

It seems to be a matter for congratulation that the groups which are predominantly academically and vocationally oriented take a more favourable view of the colleges than do those groups which are relatively negative in their attitudes to academic and professional values. It is a striking fact that all three Canadian groups come together at the bottom of the ranking system. The provisions made by colleges in Alberta appear to be more favourably regarded by immigrants than by the natives of this country.

Religious Differences

There is, of course, a high correlation between ethnic origin and religion: it is probable that some large part of the differences in values and attitudes indicated in the previous section can be attributed to these religious differences. The correlation can be attributed to the fact that students of British origin lean towards the Anglican church; West Europeans tend to be Roman Catholic or non-Anglican Protestants; East Europeans are likely to be Orthodox; Asiatics tend to have no religious affiliation. In addition to the fact that the colleges are influenced by the differential distribution of ethnic groups in the Province--Ukrainians concentrating in the Edmonton region, Germans and Japanese in the Lethbridge area, and students of British origin in the vicinity of Calgary--they also operate a selective differential towards the various religions. The most obvious example is, of course, Canadian Union College which is established as a Seventh Day Adventist institution of higher education. Here only two students declare a religious affiliation different from the rest of the sample from this college. Similarly, Fort McMurray consists predominantly of Roman

Catholics, only a quarter of the students declaring themselves to be Anglicans or of no religious affiliation. Red Deer College has a surplus of atheists and agnostics (30 percent), Vermilion has a deficit (8 percent). Various socio-economic and educational variables are tied in with these different religious affiliations--for example, category and year of program, parental education, first language spoken, number of siblings, occupation of parents, age, place of birth, etc. These various connections are all in the directions which could have been predicted, which inspires confidence in the sampling and responses but which are otherwise not of great interest.

The student's religious affiliation influences his choice of free-time activity in significant ways inasmuch as those who belong to no church appear to spend more time with friends and much less time on sport than other students. Mormons, Seventh Day Adventists and similar Christian groups spend much less time going on dates or drinking and more time watching television or listening to music than do other students.

Curiously enough, the religious differences do not appear to affect the students' attitudes towards marriage, friendship, occupation, learning or self-discovery--at least at the superficial levels tapped by the questions in these areas, and when we compare them group by group. However, certain patterns appear which suggest that the religious differences that really matter to us, as affecting students' attitudes, are between Group 5 (defined as "other Christians, that is, Mormon, Seventh Day Adventists, etc."), Group 9 ("No religious affiliation") and the other students. Comparing these two groups in turn with the remainder of the sample, certain interesting differences emerge which otherwise are concealed from sight.

In the case of "Other Christians," two-thirds are in attendance at one college (Canadian Union), the rest being dispersed unevenly over all but three of the remainder. A large proportion live in students' residences during term-time and tend to be self-supporting. They are better educated, on the average, than the other religious groups, 45 percent having had previous post-secondary education. They also have a slight advantage in their earlier schooling both in terms of their class standing and a clearer sense of direction. As a group they are more interested in scientific, cultural and political events and much less in sport and entertainment. In their free time they prefer to engage in creative artistic activities much more than do other students. We have already referred to their greater propensity towards listening to music or watching television in contrast to going on dates or drinking in taverns. Altogether they take a much more serious attitude to such vital questions as preparation for marriage and family life, establishing meaningful friendships, the search for identity. On the other hand, they are not too interested in "having fun," developing job skills or exploring new ideas.

Their reasons for choosing to attend their particular college are markedly different from those of other students: in place of relative shortness of courses, inexpensive character of the education provided, the easiness of the curriculum, the state that they were influenced by reports of the teaching methods used, and give "other" (presumably religious) reasons for their choice. In making the choice, they were influenced by their parents and by the rewarding social life and extra-curricular activities on campus much more than other students. Their main source of information about the college was family, friends and old students, in that order. The influence of their parents in the choice of a college was not greater than in the case of other students, they were only slightly more helpful than the average group of parents. The choice of special area of study was motivated about equally by liking for the area and by the notion of service to others. It is in the emphasis on service to others that this group of students differs most markedly from other religious groups.

Their attitude to the college they are attending seems slightly more positive (or "objective," perhaps) than students of other groups. They are more confident about being able to handle the work than other religious groups; they are quite sure they have made the right choice of college. According to their perceptions, students put a lot of energy into everything they do (two to one vote); they develop a sense of responsibility (seven to three). However, much less than other religious groups they perceive students being encouraged to complain or to criticize their courses. As regards the physical facilities of the college, they are more satisfied than are other groups, except in regard to classroom, laboratory and study accommodation.

Nearly half of the group intend to continue their studies on completing college, a third more plan to go to work. Mostly they intend to take up professional work of some kind, only about 20 percent of the group opting for farming or manual work. They expect to find a job easily, to be interested in the work itself and to find satisfaction in serving others. In contrast to all the other groups, they place their future occupation as being only of secondary importance to them in the future, their religious beliefs and attitudes being more important. Religion, occupation, family are the first or second choices made by about 90 percent of this group; the intellectual and aesthetic sides of life are given possible first or second place by only 5 percent; friendship, citizenship, games and sports are chosen by another 5 percent. The group is very willing to be interviewed further about their beliefs and attitudes.

The group of atheists and agnostics (that is, "no religious affiliation") are another rather special group. They constitute 22 percent of the student group and are located in all the colleges--preferentially in Calgary A.V.C., Red Deer, Grande Prairie, Mount Royal, S.A.I.T., Lethbridge, N.A.I.T. They are enrolled especially in university transfer and arts programs. Their parents tend to be better educated with a higher proportion having taken a university degree. They are less interested in sport and more interested in politics than are the religious groups of students, spending more time with friends. They do not regard marriage, career or friendship with the same seriousness as other groups; they are more interested in "having fun" and exploring new ideas for their own sake. They tended, along with the Roman Catholic students, to choose their college because the education provided was relatively cheap, easy and short-term. The decision to attend a particular college was largely their own, more than half of the parents being either unhelpful or uninvolved. Their subject of study was chosen because of liking for the area, without much consideration of its usefulness for a job or possible service to others. A relatively large proportion is not at all sure they have chosen the right college to attend.

In most of the questions designed to elicit attitudes to the college, this group is on the unfavourable side. The actual differences in terms of the proportion of the group giving a favourable response and the average of the total student population is often small, but the trend is highly significant. Along with the Roman Catholic students, they anticipate some or great difficulty in finding a job after completion of their courses. They do not consider that the specializations offered by the college adequately prepare students for the labour force.

Program Differences

As has been suggested previously, the students' decision to register in a particular program of studies is not a chance decision but depends on a great number of factors--personality, motivation, special needs, both psychological and academic, as well as the actual nature of the provision made in specific subject areas based on the social demand for specialists. It is not surprising that, when we cross-classify the type of program in which the student is established with the other variables, we find a number of highly significant (in the statistical sense) associations. Sex, age, marital status, religion, education of parents, occupation and annual income of parents, the place where the student lives normally and when attending school, proximity to a university centre, how his education is being paid for, the highest grade of education attained previously by the student, his reason for completing high school as well as his position in class--these are all correlated to some degree or other with the kind of course he is taking, whether this be university, commerce, industry, health or social services, liberal arts, or some other.

As far as attitude to the colleges is concerned, the health and social sciences group play a pivotal role, contrasting now with one, now with another subject interest area. Usually the contrast is with the commercial and industrial grop, sometimes with the university transfer group.

It is difficult to detect any pattern here. The university transfer group appears to have a relatively unfavourable image of their college at least as far as the psychological environment is concerned. They are neither very much above nor very much below the average so far as the physical environment is concerned. Students in commercial and industrial programs appear to have a positive image of the college environment not only in its psychological but in its physical aspect as well. The health and social science students come out as generally favourable to the psychological environment and relatively unfavourable to the physical environment in terms of the facilities provided.

The liberal arts students are generally unfavourable to the psychological environment but are not too unfavourable to the physical amenities and facilities. Those in other courses are generally unfavourable both to the physical and to the psychological environments.

The marked differences between the course groups is brought out in their plans for the future, when their present courses have been completed. Three-quarters of the university transfer group will take up other studies (presumably at university); three-quarters of the commercial and industrial students will go to work; the liberal arts students will split fifty-fifty, half going to work, half continuing with other studies; the same will happe with the health and social science students except that rather more will go

Table 22

Program Groups and Attitudes to College Provision
(Percentage agreeing with favourable statement)

	University Transfer	Commerce & Industry	Health & Social Sc.	Liberal Arts	Other Courses	Average
Q. 49 Student energy	47	57	65	57	59	56
Q. 50 Student independence	70	69	74	54	68	68
Q. 51 Student responsibility	50	61	65	63	54	58
Q. 52 Student complaints	71	74	64	57	66	69
Q. 53 Students work hard	25	30	28	28	31	29
Q. 54 Courses well-organized	90	90	80	83	80	86
Q. 55 College reputation	66	82	71	67	68	73
Q. 56 Student criticism	54	53	67	43	42	51
Q. 57 Students help each other	81	88	79	82	81	83
Q. 58 Students are tense	36	41	51	33	36	39
Q. 59 Sports facilities	77	87	65	76	75	79
Q. 60 Cafeterias	86	87	81	85	82	85
Q. 61 Special interest groups	76	84	82	74	74	79
Q. 62 Student government	81	87	71	78	78	81
Q. 63 Library facilities	83	84	81	82	76	81
Q. 64 Classrooms, labs.	86	91	81	82	89	88
Q. 65 Study areas	64	74	57	56	69	68
Q. 72 Specialties adequate	38	78	72	48	62	64

Note: Highest and lowest extreme scores are underlined.

to work than to study; those in "Other Courses" will go to work (50 percent) or continue with other studies (30 percent). As for their future occupations and prospects: professional work will claim all but a small proportion of the university transfer and the health and social sciences groups. The commerce and industry group proposed to engage in farming (44 percent), professional work (20 percent), and managerial work (20 percent) predominantly. The liberal arts students expect to engage in professional work, including teaching (83 percent). Those in other courses see their future in professional work (40 percent), farming (20 percent), managerial work or self-employed (28 percent). The expectation of occupational income is an average over $6,000.00 per annum divided as follows:

Table 23

Expected General Income by Program Groups

Program Group	Expected Income	Odds on Job Availability
1. University Transfer Students	Above $7,680	Even chance
2. Commerce & Industry Students	Above $6,290	5 to 2
3. Health & Social Science Students	$6,350	5 to 2
4. Liberal Arts Students	$6,780	Even chance
5. Other Course Students	$6,420	3 to 2
Average	$6,210	7 to 4

In choosing their particular occupational speciality, the main factors operating in most groups were interest in the work itself and its future expansion, the conditions in terms of pay and free time, security of employment. In the case of the health and social science students the main source of motivation claimed was the job itself, next service to others. It seems clear that the choice in this case was made *in spite of* the actual conditions of work.

As indicated in Table 23, expecations about jobs being available or unavailable differ considerably as between the course groups. A quarter of the total population do not know, or profess not to know, whether the kinds of programs offered by the college they are in provide an adequate preparation for the labour market. Two-thirds say "yes" to this and one-twelfth say "no." All groups regard their future career or occupation as being the most important things for them in the future: this is followed by marriage and family life. Religion figures third, with the worlds of ideas, art and music tieing for bottom place with friendship and community concerns. The only variations from this general pattern are that: (i) the commercial and industrial students stress occupation more and tend to de-emphasize religion; (ii) health and social science students emphasize it much more than do other students as a major pre-occupations; (iii) liberal arts students emphasize the significance of the intellectual life more than any other group. We can derive a more exact measure of the relative importance of these values if we consider the students' first and second choices of what they think will be important to them in the future, weighting them in the proportion of two to one, and rounding off.

Table 24

Students' Perception of Future Concerns

	University Transfer	Commerce & Industry	Health & Social Sc.	Liberal Arts	Other Courses	Average Score
1. Occupation	35	45	30	25	40	35
2. Family	30	35	35	30	30	32
3. Religion	10	5	15	15	10	11
4. Friends, Community	10	10	15	10	10	11
5. Intellectual Life	10	5	5	20	5	9
6. Don't Know	5	0	0	0	5	10
	100	100	100	100	100	100

Socio-Economic Differences

A number of variables are associated in a cluster which clearly differentiates students in terms of a general factor of socio-economic level. The existence of the cluster is shown by the very high correlations between the variables themselves as well as by the fact that these other variables which appear to be influenced by, or associated in a certain way with, one of these variables tends to be associated in the same way with all the others. The cluster consists of (i) parental occupation, (ii) the students' estimate of parental income, (iii) the highest level of father's education, (iv) the highest level of mother's education, (v) the size of family, and (vi) the number of siblings who are in or (vii) who will take some form of post-secondary education. As in other places, these variables and associations reflect social class differences: their significance here is the strong reciprocal influence they exert on educational attitudes, values and motivations. The latter constitute our central concern.

The most focal variable in this constellation is clearly parental occupation. Forty-nine of the seventy-four variables in the questionnaire are related to parental occupational differences, including all but five of the thirty-six variables relating to the students' perceptions of the educational institution. It is a little surprising to discover this pervasive influence affecting all these variables (or being affected by them, whichever is the direction of the causal process). Such student characteristics as: marital status, age, sex, church attended, type of program, year of study, category of enrolment (full or part-time), ethnic origin and birth place are quite closely related to the cluster, the correlations indicating the operation of complex social processes and selective educational mechanisms. A consideration of the processes would take us far away from our resources of empirical data, into the realms of abstract social theorizing. It is enough at this stage merely to point to the higher level problems of models, mechanisms and simulations which, in conjunction with other kinds of studies, historical and perhaps even experimental, might throw light on the forces which operate to generate the various differentials and associations revealed by the raw data.

The basic structure of the family background and the relationship between the social-class indicators is brought out in the table of correlations below.

Table 25

Correlations Between the Socio-Economic Indicators
(Contingency Mean Square Coefficients)

No.	Indicator	P/O	P/I	F/E	M/E	F/S	S/E
1	Parental Occupation	-	.98	.98	.97	.84	.87
2	Parental Income	.98	-	.97	.92	.82	.79
3	Father's Education	.98	.97	-	.99	.86	.86
4	Mother's Education	.97	.92	.99	-	.98	.87
5	Family Size	.84	.82	.86	.98	-	.97
6	Siblings in post-secondary education	.87	.79	.86	.87	.97	-
	Averages	.93	.90	.93	.95	.89	.87

The different occupational categories used in this analysis are as follows: (i) farmer and unskilled workers; (ii) manual (craft) worker; (iii) professional people; (iv) managerial and self-employed persons; (v) unclassified because of failure to reply. Unfortunately, one-ninth of the sample falls in the last category. The actual make-up of this group in terms of the other variables has not yet been established although there are various indications that the group would repay very close scrutiny, the non-respondents being obviously unusual in many respects. Since chi-square is the main statistic used to discover significant differences, the *idiosyncratic* nature of the responses of this "unclassifiable" group tends to confound the comparisons between the other groups since the "unclassifieds" are often the most discrepant group. However, allowance has been made for this in the specific conclusions drawn from the data.

The value-systems of the occupational groups manifest fairly characteristic, not to say predictable, differences. These are brought out in the table below where index numbers have been calculated to the base line of 100. This base indicates the lowest percentage in each case describing the activity in question as "very important." High scores therefore indicate a relatively greater concern with that particular problem in the occupational group as a whole. In addition, the index numbers have been standardized on the basis of assuming a fifty-fifty split as between the choice "very important" and the other three possible responses. Thus, the *differences* between the index numbers, indicating differences in attitude to the given values, are strictly comparable.

The index numbers indicate at once a considerable degree of overlap testifying to the fact that the particular value system favoured by individual students is not to be explained as a direct product of their socio-economic status (as we have already shown, ethnic origin, religious affiliation, etc. also play a part) but that this is certainly a leading factor influencing the accepted valuations.

Table 26

Value-Patterns Associated with Socio-Economic Status

Value	Farmer & Un-Skilled	Profes-sional Workers	Manual Workers	Self-Employed & Manage-ment	Unclass-ified	Chi-Square n=12
Q. 31 Marriage	127	133	142	100	101	50.86
Q. 32 Having fun	151	148	148	143	100	61.28
Q. 33 Friendship	140	124	127	118	100	23.71
Q. 34 Broad Career Skills	113	127	117	102	100	31.16
Q. 35 Job Preparation	127	100	127	109	133	25.46
Q. 36 Ideas, Learning	100	153	172	123	148	35.69
Q. 37 Professional Attitude	100	124	105	102	132	35.88
Q. 38 Self-Concept	130	128	123	126	100	18.64

Apart from the last line in the table, the other comparisons indicate significant differences at a high level. Thus it is apparent that farmers' children are more interested in friendships, manual workers' children in marriage, professional workers' children in developing a professional attitude, and self-employed persons' children in exploring new ideas than are the other groups. The "unclassified" appear to be different from the others in that they are interested in ideas and in study for its own sake, whilst still being strongly interested in developing skills for immediate use. Coupled with the fact that they refused to reveal the parental occupation, it is tempting to suggest that they belong to the "non-conformist" student sub-culture. It is possible too that they are older, married, part-time students who do not really form part of the "normal" student population. Both of these hypotheses may be true--indeed they are self-supporting. As against these values, farmers' children are more averse to exploring new ideas and the development of a detached, professional attitude, professional workers' children deprecate skill development as immediate job preparation, manual workers' children are like farmers' children in not appreciating the idea of developing a deep grasp of a field of study divorced from a particular career or occupation, children of managers and self-employed persons are relatively unenthusiastic about marriage preparation, friendship and a professional attitude. The unclassified are not so interested in marriage, having "fun," friendship, thinking through their choice of occupation nor in the problem of discovering what kind of person they are.

The importance of these differences is that they provide different frames of reference from which the various groupings evaluate their experience of college. The attitudes and judgments which students develop are certainly dependent not only on the objective realities of college life, but on the students' prior experience and the possibilities this provides for comparing the college with other kinds of institutions--home, family, church, school, to mention a few examples. In the area of social class differences it is probably the anticipatory socialization oriented towards career or occupation provided by the home which is the important influence. If the college ethos is concordant with the often unverbalized and unobtrusive emphases to which the student has been subjected in the family, if he feels "at home" with the career aspirations and definitions given by his college teachers, he will develop a favourable "image" of the college and its faculty. If these forces are pulling in opposite directions, there will be a tendency to regard the college unfavourably--unless the student, under the impulsion of upward class mobility is ready and able to re-define his occupational aspirations and self-image. In this case, it is the home which will tend to be devalued. There is evidence of both of these effects in the data. Many students are (relatively) disenchanted with college, others live away from home even during vacation time clearly because the lower educational level of the parents and sometimes parental opposition to what the children are doing in attending college renders the home atmosphere uncongenial.

It will be observed from a close study of Table 27 that, although the students seem to be in basic agreement about the quality of the educational environment provided by the colleges, this general consensus is reached by each group on the basis of their different perceptions of particular features of the environment. The agreement about the physical facilities is much less marked than it is about the educational influences. We are probably observing the influence of the student "sub-cultures" discussed in a previous section--the hypothesis being that the "vocational," "academic," "collegiate" and "non-conformist" attitudinal differences are being reproduced by virtue of the socio-economic categories we are using. Certainly children of professional class origin, hypothesized as belonging in the main to the "academic" sub-culture, appear to be impressed with the

Table 27

College Environment and Social-Economic Differences
(Index Nos. 50-50 Split)

Environment Measure	Farmer & Un-Skilled	Professional Workers	Manual Workers	Management & Self-Employed	Unclassified	Actual Average
Q.49 Student Energy	111	113	107	109	100	56.3
Q.50 Student Independence	109	146	115	100	115	68.3
Q.51 Student Responsibility	118	120	118	102	100	57.8
Q.52 Student Complaints	128	104	100	102	128	69.4
Q.53 Students Work Hard	116	139	100	114	116	28.8
Q.54 Courses Well Organized	104	109	111	109	100	85.9
Q.55 College Reputation	111	100	107	115	104	73.3
Q.56 Student Criticism	108		102	100	106	50.6
Q.57 Students Help Each Other	126	117	126	112	100	83.3
Q.58 Students Relaxed	104	113	100	115	124	39.1
Q.59 Sports Facilities	161	152	148	161	100	79.4
Q.60 Cafeterias	109	100	109	102	109	84.7
Q.61 Special Interest Clubs	126	126	124	110	100	79.1
Q.62 Student Government	130	128	133	120	100	81.4
Q.63 Library Facilities	111	111	102	100	104	81.1
Q.64 Classrooms, Labs.	129	114	114	124	100	88.2
Q.65 Study Areas	138	100	133	148	118	68.2
Average-Educational Environment Factors	116	118	112	109	108	112
Average-Physical Environment Factors	130	115	121	127	106	120

encouragement given to independent thought and action, with the student's capacity for hard work, their energy and their sense of responsibility. They are not so persuaded that their college has a good reputation, or that it deserves to have one. Their special interests appear to be well-catered for in terms of clubs and sports.

Children of farmers and unskilled workers perceive channels for student complaints as well as opportunities for student government. They are, relatively speaking, highly impressed with the physical environment, especially the sports facilities provided by the college. Classrooms and laboratories are also very adequate according to their perceptions. Children of manual workers are not too impressed either with the educational or physical environments of the colleges, tending to fall in an intermediate or lowly position with respect to the seventeen indices. However, their perception is that students help each other, that there are opportunities for student government and special interest clubs. Otherwise, like the other groups of students they appear to be convinced of the high quality of provision, academic and physical, established by the colleges to satisfy their needs. These two groups, farmers' and manual workers' children seem to belong to the vocational sub-culture.

Children of self-employed persons and managerial staff workers recognize the general good quality and high repute of their college and of the sports and recreation facilities. Apart from this, they single out only the study areas as constituting something special, in contrast to other groups. The "unclassified" group can be differentiated from the other occupational groups only by their relative negativism, tempered by the recognition that channels of complaint are readily available to students and that the level of student anxiety is low. The self-employed and the unclassifiable suggest a "non-conformist" sub-culture.

These indications seem to be supported by the students' plans for the future. Children of farmers, unskilled labourers and craftsmen mostly plan to go to work immediately their courses are finished. Children of professional people, in disproportionate numbers, intend to pursue further studies. There is a close relationship between the student's choice of occupation and the declared parental occupation, the coefficient of mean square contingency being 0.86. As indicated in a previous section, the discordance is to be accounted for in part by the students' aspirations to move upwards in the socio-economic hierarchy. Additionally, and so to speak complicating this upward movement, is a smaller scale projected downward movement. Our data are not strong enough to support any very definite conclusion as we are entirely dependent on the students' perceptions and did not define our categories with that kind of analysis in mind.

Table 28

Students' Expectations of Upward Mobility

Students' Expected Occupation	Parents' Occupation					Total
	Farmer	Craftsman	Manager	Professional	Undeclared	
Farmer	10 %	6 %	5.5%	2.5%	2 %	26 %
Craftsman	3 %	3.5%	2 %	0.5%	1 %	10 %
Manager	6.5%	5 %	5 %	2.5%	2.5%	21.5%
Professional	11 %	11 %	8 %	5 %	5 %	40 %
Undeclared	0.5%	0	1 %	0	1 %	2.5%
Total	31 %	25.5%	21.5%	10.5%	11.5%	100 %

However, the evidence already presented of estimates of parental income and the students' anticipated income on completion of course-work seems to support the conclusion that there are two motivational factors which tend to work against each other: (1) the student's expectation that he will follow in father's footsteps, occupationally speaking, and (2) that a great part of the student body is experiencing an opportunity of higher education denied to their parents, and expect to be upwardly mobile as a direct consequence of this.

The Students' View of the College Environment

With this as preamble, it is necessary to return to the individual colleges and the raw data concerning their students' view of the provision made for them. The variables which measure the students' attitudes fall into two groups, one set concerned with the educational environment, the other with the physical environment. The wording of the questions within each group was in a standard form so that comparisons could be made of the different elements of the environment using the same scale of reference. The scale is, of course, that provided by the individual student, being the product of the "set" be develops towards the questions as a group.

In Table 29, we have moved student government and opportunities for special interest clubs from amongst the physical environment questions where these items were misplaced. They become elements of the educational environment. The percentages of students responding positively to the various questions--13 in the case of the educational environment variables, the question about student tension having been dropped as ambiguous in interpretation (Questions 47-57; 61, 62); five in the case of the physical

Table 29

Students' View of Their College Environment

Name of College	Educational Environment		Physical Environment	
	Average Score (favorable)	Rank Order	Average Score (favorable)	Rank Order
1. Grande Prairie	59.9	10	41.6	10
2. Red Deer	62.8	6	49.6	8
3. Medicine Hat	65.8	3	75.2	1
4. Lethbridge	59.8	11	53.6	4
5. Mount Royal	51.6	16	26.6	15
6. Grant MacEwan	63.8	5	28.8	13
7. N.A.I.T.	64.6	4	50.0	7
8. S.A.I.T.	61.9	9	55.8	3
9. Fairview	52.0	15	35.8	12
10. Olds	67.2	1	51.8	5
11. Vermilion	62.0	7.5	48.0	9
12. Calgary AVC	55.4	14	17.2	16
13. Edmonton AVC	66.8	2	51.6	6
14. Fort McMurray AVC	57.8	12	57.0	2
15. Canadian Union	62.0	7.5	28.2	14
16. Concordia	56.5	13	39.6	11
Average	60.6		44.3	

environment (Questions 59, 60, 63, 64, 65)--are shown in the table. The rank of each college in terms of the favourable attitude of the students is also shown as a matter of interest. It will be observed that there is a fairly low correlation between the evaluations made of the physical and educational environments by students, it is by no means a one-to-one correspondence (rho=0.47). The colleges where the differences in rank as between educational and physical environments are extreme are: Fort McMurray (10), Grant MacEwan (8), Canadian Union (7.5), Lethbridge (7) and S.A.I.T. (6). The differences are probably to be explained in terms of student morale.

Chapter 7

NEEDS AND MOTIVATIONS IN RELATION TO TYPES OF COLLEGE

It is no part of the mandate of the present study to discuss the historical development, the administrative structure, or the underlying philosophy of the Alberta college system. This is accepted as a given datum, a starting point. The colleges exist, they have a history, albeit a brief one; they have a charter (in Malinowski's sense, a definition by the Alberta community of the nature, purposes and values of these institutions). Our purpose and concern is with the function *actually* performed by these institutions. Specifically it is our task to collect and examine factual materials having some bearing on questions such as the accessibility of the colleges to different strata of the communities in the Province, the perceptions by the groups which make use of the services provided of the college effectiveness in serving community and individual needs, the special character of these institutions in relation to other kinds of educational provision made by the Province of Alberta, especially at the post-graduate level.

The theoretical design of the study, coupled with the success in implementing this design in practice thanks to the cooperation discovered at all levels (the Commission in the first instance, the sixteen colleges which participated, the selected student respondents) make it possible to bring the most powerful statistical methods of analysis into play to discover the interrelationship and meaning of the data collected.

After considerable reflection and having regard to a certain urgency imposed by the deadline for completion of the study, it was decided that the most powerful and suitable analysis to throw the maximum light on the basic questions being examined is the discriminant function technique. Briefly, the method, as used in this instance, begins from some existing and meaningful classification, such as full versus part-time students or College X students versus College Y students, and proceeds to state which attribute or characteristic of the population studied most effectively separates or distinguishes between the two (or more) groups. The analysis picks out the distinguishing characteristics from amongst those available and states in a quantitative form how best these characteristics should be combined (regression coefficients giving the actual "weights" to assign to the different scores or discriminants) to produce the maximum separation of the two (or more) groups.

For example, let us consider the question: what best distinguishes between the full-time students (n=12, 611) and the part-time students (n=440), two different groups in the sixteen colleges investigated. To answer this question and others we will ask later, we have 44 items having to do with the student's demographic characteristics, and 41 items having to do with his perception of the quality of the particular institution in which he is registered. Using the discriminant function technique, we can separate the "nuggets" in our data from the "dross," as far as this question is concerned. For example, the analysis shows that as far as the demographic characteristics are concerned, the best information we have to separate the groups is marital status. Full-time students are mostly single; part-time students are mostly married. Starting from the student's perceptions, the best information we could have if we wanted to predict whether the student was part-time or full-time is the answer to the question about the part his parents played in his decision to attend the particular college in which he is registered. In other words, full-time students more often than not are single; their parents played a supportive role in the decision to attend the college. In connection with the question: is this particular student full-time or part-time (assuming, for example, that a particular student failed to say whether he was full or part-time), we could make a very informed guess from the answers he gave to these other two questions. In addition, we know from the analysis that the question whether he is married or single is a better item to make the prediction than is the parental attitude, by a factor of 205 to 127 (these being the respective beta or regression, coefficients). This is a relatively trivial example intended only to illustrate the technique.

In effect, the full-time students can be distinguished from part-time (including short-course students) by *ten* demographic variables and *five* attitudinal variables. These, so to speak, define the typical full-time student in contrast to the typical part-time student. In talking about a particular student, we allow for a certain margin of error insofar as not all students are typical of their group. In other words, we are dealing in probabilities, the virtue of this method being that we actually *know* the level of probability of the relationships we are asserting. On the basis of the best information, we can summarize the most important discrimants, their order of significance being shown by the relative size of the beta coefficients.

Table 30

Full-Time and Part-Time Students:
Distinguishing Characteristics

Discriminating Question	Beta Coefficient	Full-Time Student Description
7	-205	Not married
6	-185	Under 25
3	148	(a) In business/commercial program
5	147	Male
3	125	(b) Or in university transfer program
22	-120	Not supporting himself
8	117	(i) Attending a Christian Church
3	116	(c) Or in industrial/technical program
21	116	Lives near University centre
8	112	(ii) Or has no religious affiliation
- - -	- - -	- - -
45	127	Parents played a supportive role
66	117	(x) Intend to work on completing course
68	114	(y) But undecided about type of work
68	104	(z) Although oriented towards professional work
49	100	Believe students are energetic, forceful

Demographic Variables: Multiple correlation = 0.43; Explained variance = 19%

Attitudinal Variables: Multiple correlation = 0.35; Explained variance = 12%

As in other following tables the question still to be answered is: how good is the discrimination which these variables make between the two kinds of student? In other words, suppose we had all this information about the total group but (say) had lost their classification as full or part-time students, how much closer to the real classification would we be using this information than if we simply guessed each student's category at random? The answer is provided by the multiple correlation coefficient. This tells us the relationship between the *prediction* we might make about each student, using regression coefficients as best weights, and the actual status of the student provided by the answer actually given to the question whether he was full or part-time. In this particular instance we do improve on chance allocations. Using the first set of demographic variables shown in the table, the correlation between the actual and the predicted classification of the students would work out at 0.43; using the student attitude variables the correlation would be 0.12. Putting this otherwise, using the squared multiple correlation as the basis of the calculation, 18.5 percent of the differences (variance) between full and part-time students is associated with, or has been "explained by" the ten demographic characteristics; only 12 percent of the variance is "explained by" or associated with the five attitudinal variables. In other words, marital status, religion, program and proximity to a university centre are more important defining characteristics of the full-time student than are the orientation towards a job, parental attitude and attitude to students as being energetic or apathetic. One set of variables is more effective in predictive (or descriptive) value than the other by a factor of 37 to 24.

The major point about this technique has not yet been stated--that its usefulness consists *not* so much in the positive information it yields, but rather in the specific questions to which it returns a *negative* answer. In this particular illustration, the analysis has enabled us not only to discover ten demographic and five attitudinal "nuggets:" it has testified to the fact that (at least in relation to this first question--full versus part-time students), 70 of the items which *might* have discriminated are so much "dross." Parental education, parental occupation, income level, ethnic origin, place of birth, attitudes towards college facilities and educational environment, etc. are *not* characteristics which distinguish part-time from full-time students.

This is the rationale underlying the more important question we are about to propose, namely: what characteristics distinguish between full-time students at the various kinds of post-secondary institutions in the Province of Alberta? We have now dropped part-time and short course students from the sample. Putting this otherwise: are there differences in the accessibility to colleges by different kinds of students? Perhaps subtle discriminatory factors operate to inhibit particular kinds of persons from taking advantage, or fully benefiting from, the facilities provided? This has nothing to do with the formal and declared administrative policies concerning pre-requisites for admission to certain programs. We accept as a fact that access to the system of post-secondary non-university education as a whole is affected by numerous factors grouped under the headings of academic ability, social class, geographic location and ethnic origin. But we start from the existing post-secondary population and ask two slightly different questions: How is the available "pool" of students distributed within the five groups of colleges which constitute the system? Given this distribution, what are the characteristics (demographic and attitudinal) which define the type or species of college? In other words, we are concerned with the end results of extremely complex social and educational processes which work normally outside of our awareness to produce the diverse patterns of the dynamic present.

To begin with, we divide the colleges surveyed into five groups according to the agency "sponsoring," or accepting responsibility for the college. The six public colleges for which the Colleges Commission is directly responsible (Grande Prairie, Grant MacEwan, Lethbridge, Medicine Hat, Mount Royal, Red Deer) constitute Group I. This group is the focal point of the analysis. Group II consists of the two Institutes of Technology, N.A.I.T. and S.A.I.T. Group III consists of Fairview, Olds and Vermilion Agricultural and Vocational Colleges. In Group IV are the Alberta Vocational Centres situated at Calgary, Edmonton and Fort McMurray. Finally, Group V consists of the Seventh Day Adventist and Lutheran private colleges, Canadian Union and Concordia.

The technique of discriminant analysis outlined above has been applied in a systematic and uniform fashion, comparing each group of colleges in turn with the public colleges. A further breakdown of the first group was effected in which we compare those colleges which offer university transfer courses (Grande Prairie, Medicine Hat, Red Deer) with community colleges which do not offer these courses (Grant MacEwan, Mount Royal, Lethbridge). In a final analysis, Red Deer College is compared with the five other colleges in its group to discover any specific features of this college which might throw light on student unrest there.

The first comparison is between the six public colleges (Group I) with all the other ten colleges in the sample. The two groups differ in terms of the programs students are registered in, the proximity of their homes to the three university centres, their religious affiliations, and what they look for in their courses. They also differ in their attitudes to colleges, to other students and in their plans for the future. These significant discriminants account respectively for 40 percent of the variance between the two college groups (demographic) and 27 percent (attitudinal variables).

It would appear from the absence of socio-economic, ethnic and similar variables from the regression equation that there are no discriminatory selective processes operating as between Group I colleges and the remainder of the colleges in the sample. There are certain differences between the two groups of students in relation to their perceptions of the college environment. The students differ not only in the blanket evaluation of the colleges under the Colleges Commission that their institution has an excellent reputation which is well-deserved; they also take the view that their college does not encourage criticism of courses, nor do they foster student independence. These statements are, of course, relative to what students say about their college and are not absolute judgments.

Table 31

Public Colleges versus Other Colleges

Discriminating Question	Beta Coefficient	Public College Student Characteristics in Contrast to Other Students
3	-352	(a) Not in industrial/technical programs so much
3	292	(b) In university transfer program more often
21	-179	Permanent residence *not* near university centre
4	133	In first year of present program
8	-125	(i) Has no religious affiliation
32	121	Expects "fun," enjoyment, recreation
8	-120	(ii) Or a *Christian*, if religious
3	-119	(c) Not in business/commercial programs
3	-115	(d) Nor in academic upgrading programs
66	220	Plan to continue studies after leaving this college.
40	170	Chose college to be close to home.
55	145	College is excellent, with well-deserved reputation.
57	141	Perceives students as helping each other.
50	-129	College does *not* encourage student independence.
43	109	Parents' wish was for them to go to College.
56	-107	Believe students *not* encouraged to criticize courses.
67	-103	Plan *not* to continue studies after present program.

Demographic variables: Multiple Correlation = 0.64; Explained variance = 40%
Attitudinal variables: Multiple Correlation = 0.52; Explained variance = 27%

At this point, in view of the differences which have emerged, it is of interest to break down the public college group into those which provide university transfer courses and those which are community colleges, which do not make this kind of provision. Here we are slightly embarrassed by the wealth of material, as the two types of institutions differ in 16 out of 44 demographic variables and 21 of the 41 attitudinal variables. These two sets of discriminants account for 49 percent and 47 percent of the variances respectively. It is clear that the most significant and very complex selective processes are at work here, separating two kinds of students.

The fact that the two kinds of college sub-groups are not very clearly differentiated in terms of *program* variables is most remarkable considered in relation to the rest of the material which does figure prominently in the discriminent function. In other words, the actual programs offered in the two types of public colleges appear to be amongst the least important factors in determining who should attend and who not. The most important question seems to be where the student lives in relation to the three university centres in Alberta. The implication seems to be that students attend university transfer colleges as a convenience rather than as institutions where a university type of education or atmosphere is to be enjoyed. This can be readily seen also in the table of course offerings, and the hours per week devoted to different subject areas in these two kinds of college.

Table 32

University Transfer Colleges versus Community Colleges

Discrimination Question	Beta Coefficient	University Transfer Student Tendency in Contrast to Community College Students
21	-539	Does not live near university centre.
8	348	No religious affiliation.
8	243	Or is a Christian (not other kinds of religion).
14	188	(i) Father office-worker, police or self-employed.
6	176	25 or over.
11	174	English as first language.
38	-167	Not so interested in discovery of self and values.
19	-153	Does not live in own residence while at school.
32	-151	Does not rate "having fun" as course objective.
24	140	Completed high school because of influence of persons.
14	139	(ii) Or father's occupation professional.
3	132	(a) Program is in university transfer area.
3	131	(b) Or in business/commercial area.
24	130	Completed high school because of study interest.
20	-117	Does not live with parents during vacation.
3	108	(c) In health services, social sciences or arts program.
42	465	Choice of college influenced by intimates.
41	383	Information about college: family and former students.
41	275	Or teachers, counsellors, speaker, or career fair.
63	-270	Not impressed by library facilities.
59	-250	*Nor* with sports and recreation facilities.
65	233	But is impressed with adequacy of study area.
73	222	Marriage and family will be important future concerns.
62	-209	Not impressed, opportunities for student government.
68	-180	(a) Has not yet decided on type of work to be taken up.
58	-179	Perceives students as tense.
68	-144	(b) Definitely not office work or self-employed.
39	-142	Chose college for quality of teaching or athletics.
68	-135	(c) And definitely not farming, labouring or craft trade.
43	134	Parents wish that he should go to college.
48	-133	Not sure he made the right choice of college.
50	135	Perceives students as encouraged to be independent.
55	-122	Disagrees with view, college has well-deserved reputation.
73	121	Perceives career as primary future concern.
51	-114	Does not perceive students as responsible.
46	-113	Did not choose specialism for "service to others."
46	-102	Did not choose specialism because of training or employment.
70	105	Chose future career as interesting work.

Demographic variables: Multiple correlation = 0.70; Explained variance = 49%.

Attitudinal variables: Multiple correlation = 0.68; Explained variance = 47%.

The most significant fact about university transfer colleges is the high degree of dissatisfaction of the student group. They rate the facilities low; they perceive themselves as extremely tense; they are disenchanted with the lack of responsibility in the study body itself and with the relative lack of opportunities for student participation in the democratic process. Small classes, a relatively non-threatening community, a college close to home where the fees are low, where competition is not too fierce, where it is possible to carry university credit and high school upgrading courses simultaneously--these are the main reasons for choosing their particular college given by these students in the open-ended questions and in the interview.

The character of the student intake is brought out very clearly in one particular university transfer college, one in which a considerable degree of student unrest has been evident for a considerable period--Red Deer. In no less than 56 characteristics this college stands out from the rest of the college group. It stands in first, second or third place from the top or bottom of the total sample of sixteen colleges. The tabulated materials speak for themselves in Table 33.

Within the group of public colleges, the discriminant function analysis indicates that Red Deer is distinguished from the other colleges in terms of sixteen of the demographic and nine of the attitudinal variables (Table 34).

Table 33

Red Deer College : A Student Counter-Culture?

[Very High (*HHH*) or Very Low (*LLL*) in Proportion, Relative to Other Fiften Colleges
1st, 2nd, or 3rd Place from Top of from Bottom]

HHH	*LLL*
University Transfer students	*Business and Commerce* students
Social Science students	
Health Services students	
Students *17 years or less*	Return of questionnaires (only 67%)
Students *no religious affiliation*	Students *Roman (or Greek) Catholics*
Anglicans	Proportion of *Other Christians*
British ethnic origin	French or Ukrainian ethnic origin
Born in Alberta	Proportion *Other Canadian*
Born in America	
Students *First Language English*	
Father with University Degree	
Parent in *Police or Armed Forces*	Parent *Labourer*
Parent *Professional* (but not teacher)	
Sibling will take further education	
Parental income over $15,000	
Nearest centre is Red Deer (76%)	Few live near Edmonton (14%), Calgary (5%)
Students with *Some University Education*	
Completing H.S. because of *Friend's Influence*	Completing H.S. because of *Study Interest*
Completing H.S. for *Prerequisites*	
Students in *Top Ten Percent at H.S.*	
Students in *Top Thirty Percent at H.S.*	
Interested in *Going on Dates*	Interest in *Creative Arts* for leisure
	Interest in *Establishing Meaningful Friendships*
	Interest in *Exploring New Ideas*
Student choosing college as *(Less Expensive)*.	Student choosing college as *(Good College)*
or *(Some Place Different)*	
or for the *(Social Life)*	
Parents wish to do *As Doing Now*	
Parents gave *Encouragement Only* in choosing college	Parents played *Critical Role*
Parents *Little Involved* in decision	Choosing speciality for *Good Job Opportunities*
Anticipate *Little Trouble* with studies	Students *Entirely Confident about College Work*
Believe *Channels Exist for Student Complaints*	Believe *Students Work Hard*
Believe *Students Encouraged to Criticize Courses*	Students *Willing to be Interviewed*
Believe *Opportunities Exist for Special Interest Groups*	
Believe *Opportunities for Student Government*	
Students *Definitely Not Planning to Continue Studies*	
Students choosing a particular future occupation as *well paid*	
Students believing *family life and relations with kids most important future activity*	
Students believing *Sports & Games Most Important* as their future pre-occupation.	

Table 34

Red Deer College versus Other Public Colleges

Discriminating Question	Beta Coefficient	Red Deer College Students in Contrast to Others
21	-335	Do not live near the university centre.
8	300	Declare they have no religious affiliation.
8	280	Or that they attend a Christian church.
38	-206	Not interested in discovering self and values.
24	191	Completed high school for prerequisites.
2	182	Come under category of full-time students.
10	-163	Were not born outside Alberta.
3	156	Are in an academic up-grading program.
18	151	Three siblings who will take further education.
3	-137	Are not in a business/commercial program.
20	-129	In vacation time do not live with parents.
27	-125	Uninterested in creative art as leisure pursuit.
11	113	English was their first language.
5	113	Are of the male sex.
24	109	Completed high school to prepare for a career.
3	-107	Are not in industrial/technical program.
- - -	- - -	- - -
65	248	Impressed with study areas other than library.
67	-156	Do *not* plan to continue studies after this program.
45	-133	Parents did *not* play critical role in career decision.
52	-131	Perceive channels exist for student complaints.
43	121	Parents' wish was for them to do as doing now.
64	-112	Classrooms, labs perceived as not inadequate.
58	-107	Students perceived as extremely tense.
61	-106	No opportunities for special interest groups, clubs.
66	105	Plan other studies (at university?) on leaving this college.

Demographic variables: Multiple Correlation = 0.53; Explained Variance = 28%
Attitudinal variables: Multiple Correlation = 0.48; Explained Variance = 23%

It seems clear that a great part of the differences between the university transfer colleges and the community colleges are, in fact, to be attributed to the presence of Red Deer in the former sub-group. To put this otherwise, the characteristics or tendencies which distinguish the university transfer group from other student groups appear to be concentrated or exaggerated in the case of Red Deer College.

When we compare the two university transfer colleges, Grande Prairie and Medicine Hat with the three community colleges (dropping Red Deer College from the university transfer group) a different set of discriminants appear. This confirms the view that the qualities and attitudes which seem to distinguish university transfer students and community college students in the previous analyses are, in general, those of students of Red Deer College.

A new pattern appears in the Medicine Hat and Grande Prairie students. The typical student here, in contrast to the community colleges and the Red Deer College student, is involved in a health service program, is older and completed high school as a result of an interest in studies and under the influence of family and friends. The most interesting events to these students are in the cultural domain. They believe preparation for marriage and family life to be very important. In contrast to Red Deer, they were much influenced by the school in the choice of college and in obtaining information about it. They have not yet decided what to do on completion of their courses, but it will not be manual work, office work nor will they be self-employed. They chose their career and their present course of studies on the basis of interest and liking for the area. Service to others or the thought of a future job were not important. They consider their present college to be convenient: the studies are shorter, they are easier and less expensive than other studies. The college facilities themselves are not too special but the students are sure they made the right choice. Although the student body is perceived as energetic, students do not tend to help each other. The opportunities for student government are limited.

The group of colleges under the Commission can be compared with the two Institutes of Technology, N.A.I.T. and S.A.I.T. in the same way. There are nineteen characteristics which distinguish between the students at these two kinds of institutions--nine in the demographic area and ten in the attitudinal. The clearest discriminants relate to the programs students are in, the contrast being between university transfer students in the first group and industrial/technical and commerce/business students in the second. However, as we could have predicted at this stage, these program differences are associated with home, school, and college values, as well as with attitudinal variables. The discriminants are set out in Table 35. It seems remarkable that, after programs, the most discriminating variables are (i) religious affiliation or none, and (ii) the influence of home and school, these being opposed to occupational considerations in the case of public college students in the choice of college to attend.

It seems clear from the following table that N.A.I.T. and S.A.I.T. cater to quite a different stratum of the population from that served by the six public colleges. The students anticipate taking up some kind of manual work (skilled or unskilled, or farm work) in contrast to the public college students who are preparing for a professional career. This class difference, manual versus professional man, seems to be the key to the other differences perceptible between the two groups.

Table 35

Public Colleges versus Institutes of Technology

Discriminating Question	Beta Coefficient	N.A.I.T. and S.A.I.T. Students in Contrast to Public College Students
3	-432	(i) In industrial/technical programs.
3	297	(ii) Not in university transfer programs.
3	-178	(iii) In business/commercial programs.
8	-154	Have a religious affiliation of some kind.
32	146	Do not accept "having fun" as a course objective.
21	-131	Live near university centre.
4	121	Are enrolled in various years of program.
14	-108	Fathers are not professional men.
24	-107	Prerequisites for career, occupation, important in high school.
40	257	Home/school not influential in choice of college.
66	234	No plan for other studies on completion of course.
41	-206	Publicity media influential in choosing college.
55	197	Reject idea that college has excellent reputation.
41	-189	Family, students source of college info.
70	-134	Chose career as well paid, expanding profession.
50	-130	Perceive students not encourage in independence.
59	122	Sports & recreation facilities seem inadequate.
68	-114	Expect to take up some kind of manual work.
72	-108	College specialisms adequate as preparation.

Demographic variables: Multiple correlation = 0.71; Explained variance = 51%
Attitudinal variables: Multiple correlation = 0.61; Explained variance = 38%

Much the same contrasts can be recognized when we compare the six public colleges with the three Agricultural Colleges. The latter seem to be still predominantly based on, and to serve the specific educational needs of the local agricultural communities. The demographic variables bring out this fact rather clearly: the attitudinal variables also tune in with the expectations created by this hypothesis. The contrast between the two kinds of college is marked. This is shown by the fact that over half the variance (53 percent) is accounted for by the demographic variables, and 30 percent of the variance by the attitudinal variables. (Table 36).

Students at the Alberta Vocational Centres represent another type which is in considerable contrast with the public college student. They differ most significantly in previous education and in their ideas about their future occupation. But they differ hardly at all in relation to their attitudes to the college they are attending. There are six discriminants in the area of demographic variables, another 16 have to do with values and attitudes. The two types of college population are markedly different. This is shown, amongst other things, by the amount of variance explained by these variables--61 percent by the six demographic variables, and 56 percent by the attitudinal variables. These differences are tied to the core variable of previous education, this of course being a basic occupational prerequisite. The fact is that the main motivation of students in the A.V.C.'s is to improve their educational qualifications with a view to bettering their career prospects: that this turns up in the regression analysis as the principal discriminant serves to increase our confidence in the rest of the analysis.

Table 36

Public Colleges versus Agricultural Colleges

Discriminating Questions	Beta Coefficients	Agricultural College Students in Contrast to Public College Students
3	-525	(i) Are in agricultural programs.
3	-317	(ii) Or in industrial/technical programs.
19	252	Not living in own residence while at school.
3	-159	(iii) In academic upgrading program.
12	-124	Father's education elementary or less.
16	123	Have less than four siblings.
18	-110	These will take post-secondary education.
10	-105	Born in Alberta or elsewhere in Canada.
26	104	Not interested in scientific, technical matters.
- - -	- - -	- - -
68	-381	(a) Future work of manual type.
41	-338	College information from family, friends.
41	-335	Or from school sources.
40	247	Chose college on advice of parents, teachers.
63	-230	Impressed with library facilities.
66	215	Do not plan other studies on completion.
68	-211	(b) Have decided about future work (self-employed).
41	-210	Public publicity used in choosing college.
68	-187	(c) Or are undecided.
57	151	Perceive that students do not help each other.
62	130	Do not see opportunities for student government.
51	126	Do not see students as developing responsibility.
56	-124	Perceive students encouraged criticize courses.
47	106	Do not expect trouble in passing their courses.
70	-102	Chose their career as of "service to others."

Demographic variables: Multiple correlation = 0.73; Explained variance = 53%
Attitudinal variables: Multiple correlation = 0.54; Explained variance = 30%

Table 37

Public Colleges versus Alberta Vocational Centres

Discriminating Question	Beta Coefficients	Alberta Vocational Students in Contrast to Public College Students
3	-362	(a) In academic upgrading program.
23	-314	Previous education junior h.s. or less.
21	-213	Live near university centres.
3	-181	(b) In industrial/technical programs.
26	-107	Most interesting events political-economic.
20	102	Do not live with parents when not in school.
68	-287	Future occupation seen as manual work.
44	209	Wish on leaving h.s. different from now.
70	-194	Career chosen as being of "service to others."
48	-191	Very sure made right choice of college.
61	-186	See opportunities for interest groups, clubs.
67	-182	Definitely plan to study in the future.
70	-161	(i) Chose future career because of interest.
43	150	Parents' wish when at h.s. different from now.
70	-145	(ii) Or as expanding, or well paid area.
65	145	Not impressed with study areas in college.
73	134	Do not see marriage and parenthood as urgent future interest.
45	131	Parents not seen as supportive.
39	-131	Easy, cheap, convenient education in college.
56	-121	Perceive students not encouraged to criticize courses.
41	102	College information from family and graduates.

Demographic variables: Multiple correlation = 0.78; Explained variance = 61%

Attitudinal variables: Multiple correlation = 0.75; Explained variance = 56%

The final comparison to be made in this way is between the six public colleges and the two private colleges. Since the basis of the provision made by the latter is to perform an education function within a matrix of Christian apologetics, it is not surprising to find that religious affiliation is the first discriminant amongst the demographic variables. What is surprising is to discover the relatively low discriminatory power of this and other variables as between the two groups of colleges. The two groups are quite similar so far as the demographic variables are concerned--the only other discriminants are a preponderance of students of British ethnic origin in the public colleges and the fact that more students in the private colleges declare that political and economic events are the most interesting to them than in the case of the public colleges. In the field of attitudes and values on the other hand there are a considerable number of discriminatory variables, thirteen in all, using the same criterion of selection as before. But these explain only 14 percent of the variance between the two college groups, and they are not at all the variables that might have been predicted as distinguishing features of the religious colleges. On the basis of their philosophies of education, their objectives and aspirations, Concordia and Canadian Union Colleges might have been thought of as exclusive, not to say "closed" communities. But as far as our data are concerned, they appear to cater for very much the same kind of student as do the public colleges.

A reminder should be given at this point that these are *comparisons* that are being made, not absolute statements. Statements about students and colleges should be considered in relation to the earlier sections which

Table 38

Public Colleges versus Private Colleges

Discriminating Questions	Beta Coefficients		Private College Student Characteristics in Contrast to Public College Students
8	122		Atheists and agnostics unrepresented.
26	-120		Political and economic events most interesting.
9	123		British ethnic origin not well represented.
- - -	- - -		- - - - - - - - - -
73	275		Career not the most important future concern.
73	253		Neither is marriage or parenthood.
41	180		Public media not source of colleges information.
68	-174	(i)	Expect to be engaged in professional work.
39	153		College chosen not for cheapness or convenience.
60	151		Not so satisfied with cafeteria and common rooms.
56	-136		Perceive students encouraged to criticize courses.
57	124		Do not perceive that students help each other.
65	-121		Satisfied with study areas other than library.
41	119		College information not from intimates or graduates.
70	-110		Service to others most important career aspiration.
68	-107	(ii)	Or in office or self-employed.
49	106		Do not perceive student body as energetic.

Demographic variables:, Multiple correlation = 0.37; Explained variance = 7%

Attitudinal variables: Multiple correlation = 0.37; Explained variance = 14%

deal with the total student population: here the statements do have more of an absolute quality. To illustrate this point, consider the variable *British ethnic origin* which discriminates between public college students and students at private colleges. The regression coefficient seems to be small (0.123). But is is above the cut-off point we have chosen as significant in these various comparisons (Beta = 0.1000). The breakdown by ethnic origin in the public and private colleges, the raw data so to speak, are shown in Table 39. The actual difference between the two groups is of the order 51 percent as against 32 percent, with no overlap in percentages between the public and private colleges.

Table 39

Comparison of Students' Ethnic Origin (British),
College by College

Public Colleges	British	Total	%	Private Colleges	British	Total	%
Grande Prairie	160	362	44				
Grant MacEwan	232	425	55				
Lethbridge	407	995	41				
Medicine Hat	239	510	47				
Mount Royal	1,000	1,800	56	Canadian Union	30	85	35
Red Deer	369	647	57	Concordia	19	68	29
Average	2,407	4,739	51		49	153	32

Another way of indicating the scale of this comparison of ethnic origins is to classify the data on this question in a two-by-two table. This is rather more enlightening in that we can see the actual numbers of students not only of British origin, but those of non-British origin as well. However, this technique fails to take account of the variability *within* the group of public colleges, whereas the discriminant function method makes use of all the information in comparing the group of six colleges with the group of two. Not only does it take account of each college and the variability within the groups, it assigns these due weight in making the final discrimination.

Table 40

College Type and Students' Ethnic Origin

Type of College	British Origin	Non-British	Total
Public College	2,407	2,332	4,739
Private College	49	104	153
Total	2,456	2,436	4,892

Tetrachoric correlation = 0.30

Chi-square = 23.33

p less than 0.01

This is the explanation of the power of this method: it makes use of all the information available in testing for really significant differences. Thus the test is much more rigorous than any method of analysis which looks at only one fact at a time.

What general conclusions can we draw from these analyses? The rationale of the procedures adopted has already been outlined. The point has been made that, like the classic non-barking dog in the Sherlock Holmes story, the most interesting feature of the analyses lies in the demonstration of a *lack* of association between particular variables. The various kinds of colleges, in comparison with the public colleges, differ in certain ways but it is at least of equal interest to discover the ways in which they are the same.

There is no evidence that particular groups in the communities served by the sixteen colleges are disadvantaged in the pursuit of post-secondary education by such factors as ethnic origin, socio-economic status, religion, age or sex. This is not to say that the system of post-secondary non-university institutions as such is an open one, available without distinction to all. It is clear, for example, that the proportion of females in the student body is grossly disparate from that in the community at large. But given a certain input of students into the system there is no evidence of selective processes of an illegitimate kind operating to exclude particular kinds of student from particular colleges or programs.

The discriminating factors which *do* operate as between the different groups appear to be valid and legitimate. Entry to particular kinds of programs demand differential levels of previous education and general background. It is a fact of life that these differentials are linked to socio-economic status differences, to occupational differences, and to ethnic variables. In this connection, it must be remembered that the process of selection works in two ways--the student selects the college, the college selects the student. This accounts for the fact that the Agricultural and Vocational Colleges are differentiated on a socio-economic basis from other colleges in the sample. Provision is made, however, for those lacking in particular areas to make up any inadequacies, to up-grade their qualifications and enabling them, if they so wish, to pass on to more advanced work.

The post-secondary educational system in Alberta does reflect the society it serves--this is simply another fact of life. Perhaps it could be said that this sytem of colleges accepts too readily and bends too easily to meet the needs, motivations and aspirations *as these are perceived* by the students. Students in the Province of Alberta, in general, seem to accept the basic philosophy that education is an investment which pays off. This is a great initial insight. But it is clouded over by the students' inability to see that the dividends are not confined to an immediate "pay-off" in terms of concrete and material advantages. The fact that the great mass of the student body seems to be satisfied with the provision made for them by the colleges is a matter for congratulation. But it has to be seen in the light of the narrow, utilitarian criteria these students apply in selecting their institution and program and in judging the education provided for them. The post-secondary system of colleges in Alberta is a free and democratic group of institutions, responsive to student demands--

and one would not wish it to be otherwise. Unfortunately, we have no data from which to discover the demands which colleges make on students in the area of values and attitudes, nor of the response of students to their college experience in this area.

The main exception to these generalizations, an exception which seems to point up the moral of these remarks, is the university transfer colleges. The existence of the university transfer programs seem to generate serious problems of one kind or another. They seem to bring into play certain selective, not to say discriminatory mechanisms as far as student intake is concerned. These mechanisms function to produce conflicts of aim, of personalities, of educational and social-political values. From an educational point of view, apart from other considerations, the university transfer student is conscious of the fact that, in terms of his purposes and aspirations, he has chosen the second best. Many seem to regret the choice; some are vocal in criticizing the second best option they have elected.

The differentiation of the various types of college within the system of post-secondary non-universtiy education in the Province of Alberta is brought out in the summary table on the following page. The attitudinal differences, especially to careers, occupations and education have previously been shown to be associated with ethnic origins, social class, religion, etc. It is not surprising that these differences are mirrored in the five types of college in the sample.

In comparing the various groups of colleges within the system we can distinguish between two aspects--the *number* of characteristics in which the groups differ from each other, and the *amount* of actual variation

Table 41

Differentiation Within the Groups of Colleges

Types of Colleges Contrasted	Discriminating Variables		Explained Variance	
	Demographic	Attitudinal	Demographic	Attitudinal
Public Colleges with:				
All the rest	9	8	40%	27%
Institutes of Technology	9	10	51%	39%
Agricultural Colleges	9	16	53%	30%
Alberta Vocational Centres	6	18	61%	56%
Private Colleges	3	13	7%	14%
University transfer versus Community Colleges	16	21	49%	47%
Red Deer versus Public Colleges	16	9	53%	23%

between them. For example, the Alberta Vocational Centres only differ from the central type in six of the demographic variables but the actual variation within these categories is almost as great as the variation within the 18 attitudinal variables in which they also differ, 61 percent as against 56 percent. In other words, the two types of colleges differ about as much along the dimension of attitudes and values as they do along the demographic dimension.

It is clear from the table that, as far as the *number* of distinguishing characteristics are concerned, in the demographic area (including socio-economic status, educational background, home influences) the colleges which most resemble the public college group are, in order of decreasing similarity: private colleges, Vocational Centres, Institutes of Technology, and Agricultural and Vocational Colleges. The colleges which differ most from each other are the university transfer colleges and the community colleges, both types being under the aegis of the Colleges Commission.

In terms of the *amount* of variation from the public college type, the different groups arrange themselves in much the same order. With regard to attitudes, the degree of similarity is again rather similar; the sequence now runs: Public colleges, Institutes of Technology, Private colleges, Agricultural colleges, Vocational Centres. The greatest difference once more is between the colleges offering university transfer programs and the other public colleges.

In questions 42, 47 and 65 students were invited to say whether, and what needs, were not being satisfied by their college but which should be provided for. Many students indicated that there was no way in which their particular college could be improved: it was "up to the student" in the final analysis to get down to work and pass his examinations without too much care and attention from the college administration or faculty.

Others listed very general remarks, such as "a good library," "better teachers," "more financial assistance"--these usually being in the areas that could have been predicted as possibly sensitive ones which students would tune in to when trying to pinpoint a general malaise and locate its origin and etiology. Others again tended to be more specific, but in a relatively unhelpful way: "Fire Mr. X.Y.Z.;" "At the moment I need money very badly;" "Ninety-eight percent of the students need counselling;" "A ski club;" etc.

Some suggestions were made which seemed to express a real and general need which could be considered appropriate for college authorities to consider. These are listed in the order in which they appear, with no attempt to identify by college nor to determine their legitimacy or practicability:

- a day care centre for the unmarried girls at A.V.C.'s.
- clubs for the foreign students to help adjust to Canada.
- speed reading courses.
- courses (for adults especially) on how to study.
- liberalization of programs, more drama, plays, etc.
- in-service training for counsellors with emphasis on vocational aspects.
- improved laundry facilities in students' residences.
- no smoking in classes.

- more quiet study areas or booths outside the library area.
- more tutorials and conferences with professors.
- improved libraries; more books, less noise.
- audio-visual materials, more films, tapes.
- duplicated notes and reading materials to save time in class.
- labs for individual projects and for supervised work by students.
- more and better language laboratories.
- a small performing arts centre.
- more exams and structure in courses.
- lengthening of programs to give students more time.
- more workshops, more outside speakers, more films.
- library to be open on Sundays and at other times.
- less talk by professors, more demonstrations.
- training courses for new professors.
- easier access to books at other institutions via micro-film catalogues and administrative action.

A general comment may be permitted at this point. It would appear that the student body is generally satisfied with the overall *nature* of the provision made in terms of programs, faculty, teaching methods, material facilities. What they seem to be doing is asking for *more* of the same with not much variation, and certainly with no revolutionary changes which would substantially alter the nature of the provisions. Working at different levels and in different programs, the student body seems to find the nature of the post-secondary system in the Province of Alberta exactly in line with their needs, as they perceive them. There is a sufficient diversity of program to allow the bulk of students to find exactly what they are looking for; certain colleges make a unique contribution in particular occupational areas attractive to students (motel management, training for a specific ministry, technical electronics, etc.); courses and programs are available which provide cheaply and close-to-home what can be obtained only with much greater expense and inconvenience elsewhere, the predominantly vocational orientation of the student is catered for by the predominantly vocational orientation of the colleges.

The open-ended responses to these three questions about needs and motivations to which colleges might devote more thought confirms the impressions that the basic motivation of the great majority of students is to improve their job situation. They are oriented towards particular programs and professional (vocational) certificates: the major objective of most students is certification as competent to do a particular job. The colleges' task, as students perceive it, is to give them the best possible training in their particular field of specialization as economically and as conveniently as possible. In the case of the private colleges, this primary objective is qualified by the students' need to receive this training within a context of Christian values. The students have a "vested interest" in the maintenance of standards--no one expressed the desire to have their course content simplified or bowdlerized. The colleges must, above all, remain and manifestly appear to be efficient, modern, relevant and of the highest quality in their field. They must also continue to provide a less expensive, better organized, more convenient and *practical* education in competition to the universities in the Province. As one student put it, in capsule form: "Low cost, high quality training." This appears to be the message which students wish to be carried to the Colleges Commission and, through them, to the Government of Alberta.

BIBLIOGRAPHY

BIBLIOGRAPHY

Adams, D. V. An Analysis of Student Subcultures at Michigan State University. *Dissertation Abstracts*, 1966, *27* (3-A), 595-596.

Astin, A. W. An Empirical Characterization of Higher Educational Institutions. *J. Educ. Psychol.*, 1962, *53*, 224-235.

Astin, A. W. Further Validation of the Environmental Assessment Technique. *J. Educ. Psychol.*, 1963, *54*, 217-226.

Astin, A. W. Personal and Environmental Factors Associated with College Dropouts Among High Aptitude Students. *J. Educ. Psychol.*, 1964, *55*, 219-227.

Astin, A. W. Classroom Environment in Different Fields of Study. *J. Educ. Psychol.*, 1965, *56*, 275-282.

Astin, A. W. *The College Environment.* Washington, D.C.: American Council on Education, 1968.

Barton, A. H. *Studying the Effects of College Education: A Methodological Examination of Changing Values in College.* New Haven: Edward W. Hazen Foundation, 1959.

Barton, A. H. *Organizational Measurement and its Bearing on the Study of College Environments.* College Entrance Examination Board Research. Monographs No. 2, N.Y., C.E.E.B., 1961.

Barton, A. H. The College as a Social Organization: In *College Admissions*, 10: The Behavioral Sciences and Education. College Entrance Examination Board., N.Y., 1963, pp. 31-45.

Battle, Haron J. Relation Between Personal Values and Scholastic Achievement. *J. Exp. Educ.*, 1957, *26*, 27-41.

Bloom, B. S. and Webster, Harold. The Outcomes of College. *Rev. Educ. Res.*, 1960, *30*, 321-333.

Bosetti, R. A. *Developing a Master Plan for Alberta Post-Secondary Non-University and Continuing Education.* The Alberta Colleges Commission, May, 1971.

Boyer, Ronald K. The Student Peer Group: Its Effect on College Performance. *Dissertation Abstracts*, 1967, *27* (7-A), 2193.

Brown, N. C. *Orientation to College Learning - A Reappraisal.* Washington, D.C.: American Council on Education, 1961.

Davie, J. S. Satisfaction and the College Experience, in *Psychosocial Problems of College Men*. Ed: B.M. Wedge. New Haven: Yale UP, 1958, 15-42.

Davie, J. S., and Rust, R. M. Studying Students as Students: A Case Sample. *J. Psychol.*, 1962, *53*, 161-182.

Davis, William R. An Analysis of Certain Relationships Between Student Needs, College Environment, and Academic Achievement. *Dissertation Abstracts*, 1967, *27* (3-A), 2722-2723.

Denham, Edward C. The Prediction of College Success with Biographical Data and Self-Ratings. *Dissertation Abstracts*, 196[illegible], 27 (3-A), 599.

Dennis, L. E., and Kauffman, J. P. (Eas.). *The College and the Student* Washington, D.C., American Council on Education, 1966.

Eddy, E. D. *The College Influence on Student Character*. Washington, D.C.: American Council on Education, 1959.

Edwards, A. The Social Desirability Variable in Personality Assessment and Research. New York: Dryden Press, 1957.

Evans, K. M. Teacher Training Courses and Students' Personal Qualities. *Educ. Research*, 1967, *10*, 72-77.

Feldman, K. A. Studying the Impact of Colleges on Students. *Sociology of Education*, 1969, *42*, 207-237.

Feldman, K. A. Measuring College Environments: Some Uses of Path Analysis. *A.E.R.A. Journal*, 1971, 7, 51-70.

Feldman, K. A. Some Methods For Assessing College Impacts. *Sociology of Education*, 1971, *44*.

Fisher, G. L. *A Study of Non-University Post-Secondary and Continuing Educational Services in Alberta, 1970-1971*. Alberta Colleges Commission, Edmonton, May, 1971.

Freedman, M. B. *The College Experience*. San Francisco: Jossey-Bass Inc., 1967.

Friesen, D. and Bumbarger, C. S. *Participants in Selected Institutions of Post-Secondary Education in Alberta*. HRRC (unpublished) Report, Edmonton, 1971.

Goldsen, Rose K. *et al*. *What College Students Think*. Princeton, N.J., Van Nostrand, 1960.

Gottlieb, D., and Hodgkins, B. College Student Subcultures: Their Structure and Characteristics in Relation to Student Attitude Change. *School Review*, 1963, *71*, 266-289.

Harris, C. W. (ed). *Problems in Measuring Change*. Univ. Wisconsin Press, Madison, 1963.

Heath, D. H. *Growing Up in College*. San Francisco, Jossey-Bass, 1968.

Heist, P. Diversity in College Student Characteristics. *J. Educ. Sociol.*, 1960, *33*, 279-291.

Jacob, P. E. Changing Values in College: *An Exploratory Study of the Impact of College Teaching*. New York: Harper & Row, 1957.

Jervis, F. M., and Congdon, R. G. Student and Faculty Perceptions of Educational Values. *American Psychology*, 1958, *13*, 464-466.

Koos, L. V. *The Community College Student*. University of Florida Press: Gainesville, 1970.

Letts, A. B. *The Characteristics of Students in Alberta Public Junior Colleges*. M.Ed. Thesis, University of Alberta, Edmonton, 1968.

Ludeman, W. W. Qualities of the Ideal and Effective College Student: A Study of Student Evaluation. *J. Educ. Res.*, 1956, *50*, 151-153.

Martin, R. H. *Future Issues in Coordinating Alberta Post-Secondary Education*. M. Ed. Thesis, University of Alberta, Edmonton.

Marks, Edmond. Student Perceptions of College Persistence, and Their Intellective, Personality and Performance Correlates. *J. Educ. Psychol.*, 1967, *58*, 210-221.

Morril, Weston H. The Relationship of Student Personality, Area of Concentration and College Environment. *Dissertation Abstracts*, 1966, *27* (4-a), 961.

Morrison, A., and McIntyre, D. Changes in Opinions About Education During the First Year of Teaching. *Brit. J. Soc. Clin. Psychol.*, 1967, *6*, 161-163.

McLeish, J. *The Lecture Method*. Cambridge Monographs on Teaching Methods. 1968, No. 1.

McLeish, J. *Teacher's Attitudes: A Study of National and Other Differences*. Cambridge Institute of Education, Cambridge (England), 1969.

McLeish, J. *Student's Attitudes and College Environments.* Cambridge Institute of Education, Cambridge (England), 1970.

McLeish, J. Students' Attitudes to Teaching Methods. *Alberta Journal of Educational Research*, 1970, *16*, 179-187.

McFee, Anne. The Relation of Students' Needs to Their Perceptions of a College Environment. *J. Educ. Psychol.*, 1961, *52*, 25-29.

Newcomb, I. M., and Wilson, E. K. (eds.). *College Peer Groups: Problems and Prospects for Research.* Chicago, Aldnie, 1966.

Newcomb, T. B. *et al. Persistence and Change: Bennington College and Its Students after Twenty-Five Years.* London & New York: John Wiley & Sons, 1967.

Newcomb, T. M., and Feldman, K. A. *The Impact on College Students.* San Francisco, Jossey-Boss, 1969 (2 vols.).

Nichols, R. C. Personality Change and the College. *American Education Research Journal*, 1967, *4*, 173-190.

Nunnally, J. C., Thistlethwaite, D. L., and Wolfe, Sharon. Factored Scales for Measuring Characteristics of College Environments. *Educ. Psychol. Measmt.*, 1963, *23*, 239-248.

Pace, C. R. Five College Environments. *College Bd. Rev.*, 1960, *41*, 24-28.

Pace, C. R. Methods of Describing College Cultures. *Teachers College Record*, 1962, *63*, 267-277.

Pace, C. R. College Environments. *Enc. of Educational Res.*, 1969, 169-173.

Pace, C. R., and McFee, Anne. The College Environment. *Rev. Educ. Res.*, 1960, *30*, 311-320.

Pace, C. R., and Stern, G. G. An Approach to the Measurement of Psychological Characteristics of College Environments. *Journal of Educational Psychology*, 1958, *49*, 269-277.

Pervin, L. A. The College as a Social System: A Fresh Look at Three Critical Problems in Higher Education. *Journal of Higher Education*, 1967, *38*, 317-322.

Pervin, L. A. The College as a Social System: Student Perception of Students, Faculty, and Administration. *J. Educ. Res.*, 1968, *61*, 281-284.

Sanford, R. N. (ed.). Personality Development During the College Years. *J. Soc. Issues*, 1956, *12*, 1-72.

Sanford, R. N. (ed.). *The American College: A Psychological and Social Interpretation of the Higher Learning.* N.Y. Wiley, 1962.

Stern, G. G. Congruence and Dissonance in the Ecology of College Students. *Student Medicine*, 1960, *8*, 304-339.

Stern, G. G. The Measurement of Psychological Characteristics of Students and Learning Environments. *Measurement in Personality and Cognition.* (Ed. S. Messick and John Ross), New York: Wiley, 1962, 27-68.

Stern, G. G. Environments for Learning. In Sanford, N. (ed.), *The American College.* New York, Wiley, 1962, 690-730.

Stern, G. G. Characteristics of the Intellectual Climate in College Environments. *Harvard Educational Review*, 1963, *33*, 5-41.

Stern, G. G. Student Ecology and College Environment. In *Research in Higher Education, Guide to Institutional Decision.* New York: College Entrance Examination Board, 1965, 35-52.

Stern, G. G. *People in Context: Measuring Person - Environment Congruence in Education and Industry.* New York: Wiley, 1970.

Sternberg, C. Personality Trait Patterns of College Students Majoring in Different Fields. *Psychol. Monographs*, 1955, *69*, no. 403.

Stricker, George. Interrelationships of Activities Index and College Characteristics Index Scores. *J. Counselling Psychol.*, 1967, *14*, 368-370.

Sutherland, R. L. *et al* (eds.). *Personality Factors on the College Campus: Review of a Symposium.* Hogg Foundation, University of Texas. Austin, Texas, 1962.

Trow, M. The Campus Viewed as a Culture. *Research on College Students.* Boulder, Colorado; Western Interstate Commission on Higher Education, 1960, 105-123.

Trow, M. Student Cultures and Administrative Action. Sutherland, Holtzman, Koile and Smith (Eds.): Personality Factors on the College Campus: Review of a Symposium. Austin, Texas: Hogg Foundation for Mental Health, 1962.

Werts, Charles E. The Study of College Environemtns Using Path Analysis. *National Merit Scholarship Corp. Research Reports*, 1967, *3*, 40.

Werts, C. E., and Watley, D. J. Analyzing College Effects: Correlation vs. Regression. *A.E.R.A. Journal*, 1968, *4*, 585-598.

Werts, C. E., and Liner, R. L. Path Analysis: Psychological Examples. *Psychol. Bull.*, 1970, *74*, 193-212.

APPENDIX A

Summary of Student Characteristics
by College

SUMMARY OF STUDENT CHARACTERISTICS
BY COLLEGES

Immediately following is a summary College by College of the raw data on the students' attitudes to various aspects of the environment, their career plans and their values and interests. The method of presentation consists of indicating the percentage of students in each college accepting a particular alternative compared to the overall percentage in all the Colleges combined.

A full statement of the question posed, and the alternatives presented, can be found in the questionnaire in Appendix B. These tables should be studied in conjunction with the questionnaire. In certain instances particular alternatives have been combined or dropped.

VALUES, INTERESTS

COLLEGE MEDICINE...HAT.......

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	22.4	7.8
	(ii) Personal influence	4.1	3.6
	(iii) Career preparation	61.3	76.0
	(iv) Nothing to do	2.0	2.3
	(v) Did not complete	10.2	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	13.0	10.4
	(ii) Sport/Entertainment/Fashion	69.6	61.4
	(iii) Technical/scientific	8.7	14.6
	(iv) Cultural	8.7	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	34.0	27.9
	(ii) Fixing things	30.0	35.9
	(iii) Solving problems	16.0	11.0
	(iv) None of these	20.0	25.2
Q.29	Second list of activities	-	-
	(i) Friends	34.0	42.6
	(ii) Athletics	30.0	25.2
	(iii) TV, listening to music	36.0	28.1
	(iv) None of these	0.0	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	23.9	28.1
	Q.32 Having fun, Enjoyment	44.9	37.7
	Q.33 Friendships	46.8	54.1
	Q.34 Career and Skills	76.6	78.0
	Q.35 Job preparation	63.3	61.1
	Q.36 Exploring ideas	46.8	36.0
	Q.38 Finding oneself	69.4	58.8

Name of College MEDICINE.....HAT.....

Q.47 Feeling about work at this College:	Confident	86 %;	Difficulty	14 %
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	56 %;	Not sure	14 %
general average:		57%;		9%
Q.49 Students put energy into everything:	True	50 %;	False	50 %
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	81 %;	False	19 %
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	57 %;	False	43 %
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	85 %;	False	15 %
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	37 %;	False	63 %
general average:		31%;		69%
Q.54 Most courses are well organized:	True	96 %;	False	4 %
general average:		90%;		10%
Q.55 College has excellent reputation:	True	75 %;	False	25 %
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	77 %;	False	23 %
general average:		54%;		46%
Q.57 Students often help each other:	True	89 %;	False	11 %
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	41 %;	False	59 %
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	73 %;	Inadeqqate	8 %
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	81 %;	Inadequate	0 %
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	57 %;	Inadequate	11 %
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	67 %;	Inadequate	11 %
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	86 %;	Inadequate	0 %
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	96 %;	Inadequate	0 %
general average:		58%;		9%

CAREER PLANS

COLLEGE MEDICINE..HAT....

			College percentage	General Average percentage
Q.46	Choice of specialism, basis			
	(i)	Liked the area	57·2	48.7
	(ii)	High school options	6·1	4.5
	(iii)	Good training provided	16·3	9.9
	(iv)	Had special aptitude	4·1	3.5
	(v)	Job opportunities	8·2	14.9
	(vi)	Service to others	2·0	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	57·1	31.8
	(ii)	Work	30·6	51.9
	(iii)	Don't know	6·1	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	0	4.2
	(ii)	Professional work	58·3	42.0
	(iii)	Craft trade	0	7.7
	(iv)	Office work	12·5	14.1
	(v)	Managerial, self-employed	10·4	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	47·8	61.6
	(ii)	$7,000 - $10,000	32·6	26.1
	(iii)	Over $10,000	19·6	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	4·2	11.3
	(ii)	Interesting work	66·7	46.8
	(iii)	Well-paid	4·2	6.1
	(iv)	Prestigious occupation	0	1.1
	(v)	Service to others	8·3	14.5
	(vi)	Free time, security, freedom	8·3	15.7

VALUES, INTERESTS

COLLEGE ..LETHBRIDGE.........

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	14.0	7.8
	(ii) Personal influence	4.7	3.6
	(iii) Career preparation	74.3	76.0
	(iv) Nothing to do	2.3	2.3
	(v) Did not complete	4.7	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	9.1	10.4
	(ii) Sport/Entertainment/Fashion	68.2	61.4
	(iii) Technical/scientific	15.9	14.6
	(iv) Cultural	6.8	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	25.0	27.9
	(ii) Fixing things	31.9	35.9
	(iii) Solving problems	13.6	11.0
	(iv) None of these	29.2	25.2
Q.29	Second list of activities	-	-
	(i) Friends	34.1	42.6
	(ii) Athletics	27.3	25.2
	(iii) TV, listening to music	36.3	28.1
	(iv) None of these	2.3	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	26.2	28.1
	Q.32 Having fun, Enjoyment	34.9	37.7
	Q.33 Friendships	66.7	54.1
	Q.34 Career and Skills	85.7	78.0
	Q.35 Job preparation	68.2	61.1
	Q.36 Exploring ideas	33.3	36.0
	Q.38 Finding oneself	58.1	58.8

Name of College LETH..BRIDGE.........

Q.47 Feeling about work at this College:	Confident	82 %;	Difficulty	18 %
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	59%;	Not sure	9 %
general average:		57%;		9%
Q.49 Students put energy into everything:	True	47 %;	False	53 %
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	79 %;	False	21 %
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	60 %;	False	40 %
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	77 %;	False	23 %
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	21 %;	False	79 %
general average:		31%;		69%
Q.54 Most courses are well organized:	True	86 %;	False	14 %
general average:		90%;		10%
Q.55 College has excellent reputation:	True	74 %;	False	26 %
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	67 %;	False	33 %
general average:		54%;		46%
Q.57 Students often help each other:	True	73 %;	False	27 %
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	45 %;	False	55 %
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	61 %;	Inadeqqate	11 %
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	57 %;	Inadequate	9 %
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	54 %;	Inadequate	2 %
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	49 %;	Inadequate	14 %
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	43 %;	Inadequate	11 %
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	80 %;	Inadequate	0 %
general average:		58%;		9%

CAREER PLANS

COLLEGE .LETHBRIDGE......

			College percentage	General Average percentag
Q.46	Choice of specialism, basis			
	(i)	Liked the area	41.9	48.7
	(ii)	High school options	9.3	4.5
	(iii)	Good training provided	14.0	9.9
	(iv)	Had special aptitude	0	3.5
	(v)	Job opportunities	14.0	14.9
	(vi)	Service to others	9.3	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	25.0	31.8
	(ii)	Work	56.8	51.9
	(iii)	Don't know	9.1	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	7.0	4.2
	(ii)	Professional work	23.2	42.0
	(iii)	Craft trade	7.0	7.7
	(iv)	Office work	32.6	14.1
	(v)	Managerial, self-employed	11.7	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	71.4	61.6
	(ii)	$7,000 - $10,000	14.3	26.1
	(iii)	Over $10,000	14.3	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	15.9	11.3
	(ii)	Interesting work	38.6	46.8
	(iii)	Well-paid	4.5	6.1
	(iv)	Prestigious occupation	6.8	1.1
	(v)	Service to others	6.8	14.5
	(vi)	Free time, security, freedom	20.5	15.7

VALUES, INTERESTS

COLLEGE .MOUNT...ROYAL......

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	8.9	7.8
	(ii) Personal influence	0.0	3.6
	(iii) Career preparation	77.8	76.0
	(iv) Nothing to do	0.0	2.3
	(v) Did not complete	13.3	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	4.9	10.4
	(ii) Sport/Entertainment/Fashion	78.0	61.4
	(iii) Technical/scientific	7.3	14.6
	(iv) Cultural	9.8	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	37.8	27.9
	(ii) Fixing things	33.3	35.9
	(iii) Solving problems	8.9	11.0
	(iv) None of these	20.0	25.2
Q.29	Second list of activities	-	-
	(i) Friends	62.2	42.6
	(ii) Athletics	20.0	25.2
	(iii) TV, listening to music	11.1	28.1
	(iv) None of these	6.7	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	25.0	28.1
	Q.32 Having fun, Enjoyment	33.3	37.7
	Q.33 Friendships	54.8	54.1
	Q.34 Career and Skills	79.5	78.0
	Q.35 Job preparation	63.6	61.1
	Q.36 Exploring ideas	43.2	36.0
	Q.38 Finding oneself	59.5	58.8

Name of College .MOUNT....ROYAL.....

Q.47 Feeling about work at this College:	Confident	93%;	Difficulty	7%
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	43%;	Not sure	16%
general average:		57%;		9%
Q.49 Students put energy into everything:	True	39%;	False	61%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	88%;	False	12%
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	32%;	False	68%
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	61%;	False	39%
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	22%;	False	78%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	83%;	False	17%
general average:		90%;		10%
Q.55 College has excellent reputation:	True	67%;	False	33%
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	63%;	False	37%
general average:		54%;		46%
Q.57 Students often help each other:	True	75%;	False	25%
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	33%;	False	67%
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	21%;	Inadeqqate	36%
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	25%;	Inadequate	27%
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	40%;	Inadequate	21%
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	24%;	Inadequate	17%
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	24%;	Inadequate	24%
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	26%;	Inadequate	24%
general average:		58%;		9%

CAREER PLANS

COLLEGE MOUNT ROYAL

			College percentage	General Average percentage
Q.46	Choice of specialism, basis		61.4	
	(i)	Liked the area	2.3	48.7
	(ii)	High school options	4.5	4.5
	(iii)	Good training provided	0	9.9
	(iv)	Had special aptitude	11.4	3.5
	(v)	Job opportunities	15.9	14.9
	(vi)	Service to others		11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	52.3	31.8
	(ii)	Work	31.8	51.9
	(iii)	Don't know	6.8	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	2.3	4.2
	(ii)	Professional work	55.9	42.0
	(iii)	Craft trade	0	7.7
	(iv)	Office work	7.0	14.1
	(v)	Managerial, self-employed	7.0	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	51.2	61.6
	(ii)	$7,000 - $10,000	34.1	26.1
	(iii)	Over $10,000	14.7	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	11.4	11.3
	(ii)	Interesting work	43.2	46.8
	(iii)	Well-paid	4.5	6.1
	(iv)	Prestigious occupation	0	[illegible].1
	(v)	Service to others	18.2	14.5
	(vi)	Free time, security, freedom	9.1	15.7

VALUES, INTERESTS

COLLEGE ..RED...DEER........

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	4.7	7.8
	(ii) Personal influence	4.7	3.6
	(iii) Career preparation	81.3	76.0
	(iv) Nothing to do	0.0	2.3
	(v) Did not complete	9.3	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	14.3	10.4
	(ii) Sport/Entertainment/Fashion	69.1	61.4
	(iii) Technical/scientific	9.5	14.6
	(iv) Cultural	7.1	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	19.1	27.9
	(ii) Fixing things	35.7	35.9
	(iii) Solving problems	11.9	11.0
	(iv) None of these	33.3	25.2
Q.29	Second list of activities	-	-
	(i) Friends	51.2	42.6
	(ii) Athletics	25.6	25.2
	(iii) TV, listening to music	20.9	28.1
	(iv) None of these	2.3	4.1
	Values accepted as objectives	-	-
Q.31	Marriage/Family life preparation	22.5	28.1
Q.32	Having fun, Enjoyment	40.0	37.7
Q.33	Friendships	43.9	54.1
Q.34	Career and Skills	79.5	78.0
Q.35	Job preparation	67.4	61.1
Q.36	Exploring ideas	34.4	36.0
Q.38	Finding oneself	67.5	58.8

Name of College .RED..DEER..........

Q.47 Feeling about work at this College:	Confident	86%;	Difficulty	14%
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	57%;	Not sure	12%
general average:		57%;		9%
Q.49 Students put energy into everything:	True	54%;	False	46%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	77%;	False	23%
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	65%;	False	35%
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	88%;	False	12%
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	26%;	False	74%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	84%;	False	16%
general average:		90%;		10%
Q.55 College has excellent reputation:	True	68%;	False	32%
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	71%;	False	29%
general average:		54%;		46%
Q.57 Students often help each other:	True	84%;	False	16%
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	50%;	False	50%
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	56%;	Inadequate	7%
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	47%;	Inadequate	5%
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	63%;	Inadequate	9%
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	63%;	Inadequate	5%
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	49%;	Inadequate	7%
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	77%;	Inadequate	2%
general average:		58%;		9%

CAREER PLANS

COLLEGE .RED..DEER........

			College percentage	General Average percenta
Q.46	Choice of specialism, basis			
	(i)	Liked the area	60.5	48.7
	(ii)	High school options	4.7	4.5
	(iii)	Good training provided	4.7	9.9
	(iv)	Had special aptitude	2.3	3.5
	(v)	Job opportunities	7.0	14.9
	(vi)	Service to others	9.3	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	34.9	31.8
	(ii)	Work	51.2	51.9
	(iii)	Don't know	4.7	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	2.3	4.2
	(ii)	Professional work	53.5	42.0
	(iii)	Craft trade	2.3	7.7
	(iv)	Office work	7.0	14.1
	(v)	Managerial, self-employed	18.6	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	50.0	61.6
	(ii)	$7,000 - $10,000	33.3	26.1
	(iii)	Over $10,000	16.7	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	11.6	11.3
	(ii)	Interesting work	44.2	46.8
	(iii)	Well-paid	11.6	6.1
	(iv)	Prestigious occupation	0	1.1
	(v)	Service to others	14.0	14.5
	(vi)	Free time, security, freedom	11.7	15.7

VALUES, INTERESTS

COLLEGE ...GRANT...MACEWAN

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	3.1	7.8
	(ii) Personal influence	0.0	3.6
	(iii) Career preparation	68.8	76.0
	(iv) Nothing to do	12.5	2.3
	(v) Did not complete	15.6	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	12.9	10.4
	(ii) Sport/Entertainment/Fashion	42.0	61.4
	(iii) Technical/scientific	22.5	14.6
	(iv) Cultural	22.6	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	37.5	27.9
	(ii) Fixing things	31.2	35.9
	(iii) Solving problems	15.7	11.0
	(iv) None of these	15.6	25.2
Q.29	Second list of activities	-	-
	(i) Friends	45.4	42.6
	(ii) Athletics	24.2	25.2
	(iii) TV, listening to music	30.4	28.1
	(iv) None of these	0.0	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	18.8	28.1
	Q.32 Having fun, Enjoyment	16.7	37.7
	Q.33 Friendships	46.7	54.1
	Q.34 Career and Skills	78.1	78.0
	Q.35 Job preparation	56.7	61.1
	Q.36 Exploring ideas	54.8	36.0
	Q.38 Finding oneself	63.6	58.8

Name of College ....GRANT...MACEWAN

Q.47 Feeling about work at this College:	Confident	91%;	Difficulty	9%
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	64%;	Not sure	6%
general average:		57%;		9%
Q.49 Students put energy into everything:	True	52%;	False	48%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	90%;	False	10%
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	57%;	False	43%
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	87%;	False	13%
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	37%;	False	63%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	76%;	False	24%
general average:		90%;		10%
Q.55 College has excellent reputation:	True	62%;	False	38%
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	93%;	False	7%
general average:		54%;		46%
Q.57 Students often help each other:	True	90%;	False	10%
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	31%;	False	69%
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	23%;	Inadeqqate	63%
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	23%;	Inadequate	29%
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	21%;	Inadequate	14%
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	54%;	Inadequate	0%
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	23%;	Inadequate	30%
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	52%;	Inadequate	3%
general average:		58%;		9%

CAREER PLANS

COLLEGE GRANT MACEWAN

			College percentage	General Average percentage
Q.46	Choice of specialism, basis			
	(i)	Liked the area	54.5	48.7
	(ii)	High school options	0	4.5
	(iii)	Good training provided	9.1	9.9
	(iv)	Had special aptitude	3.0	3.5
	(v)	Job opportunities	9.1	14.9
	(vi)	Service to others	24.2	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	12.5	31.8
	(ii)	Work	71.9	51.9
	(iii)	Don't know	15.6	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	3.2	4.2
	(ii)	Professional work	54.9	42.0
	(iii)	Craft trade	0	7.7
	(iv)	Office work	16.1	14.1
	(v)	Managerial, self-employed	3.2	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	79.3	61.6
	(ii)	$7,000 - $10,000	17.2	26.1
	(iii)	Over $10,000	3.5	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	3.1	11.3
	(ii)	Interesting work	68.8	46.8
	(iii)	Well-paid	0	6.1
	(iv)	Prestigious occupation	0	1.1
	(v)	Service to others	15.6	14.5
	(vi)	Free time, security, freedom	6.2	15.7

VALUES, INTERESTS

COLLEGE ..GRANDE..PRAIRIE....

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	8.8	7.8
	(ii) Personal influence	5.9	3.6
	(iii) Career preparation	67.7	76.0
	(iv) Nothing to do	8.8	2.3
	(v) Did not complete	8.8	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	12.9	10.4
	(ii) Sport/Entertainment/Fashion	54.9	61.4
	(iii) Technical/scientific	3.2	14.6
	(iv) Cultural	29.0	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	34.5	27.9
	(ii) Fixing things	34.2	35.9
	(iii) Solving problems	9.4	11.0
	(iv) None of these	21.9	25.2
Q.29	Second list of activities	-	-
	(i) Friends	48.4	42.6
	(ii) Athletics	24.3	25.2
	(iii) TV, listening to music	24.3	28.1
	(iv) None of these	3.0	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	28.1	28.1
	Q.32 Having fun, Enjoyment	54.4	37.7
	Q.33 Friendships	57.6	54.1
	Q.34 Career and Skills	72.7	78.0
	Q.35 Job preparation	48.5	61.1
	Q.36 Exploring ideas	34.4	36.0
	Q.38 Finding oneself	51.5	58.8

Name of College .GRANDE...PRAIRIE..

Q.47 Feeling about work at this College:	Confident	85%;	Difficulty	15%
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	47%;	Not sure	15%
general average:		57%;		9%
Q.49 Students put energy into everything:	True	56%;	False	44%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	82%;	False	18%
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	59%;	False	41%
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	76%;	False	24%
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	15%;	False	85%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	94%;	False	6%
general average:		90%;		10%
Q.55 College has excellent reputation:	True	77%;	False	23%
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	53%;	False	47%
general average:		54%;		46%
Q.57 Students often help each other:	True	91%;	False	9%
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	56%;	False	44%
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	63%;	Inadeqqate	6%
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	12%;	Inadequate	39%
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	58%;	Inadequate	9%
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	56%;	Inadequate	6%
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	52%;	Inadequate	18%
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	42%;	Inadequate	15%
general average:		58%;		9%

CAREER PLANS

COLLEGE .GRANDE...PRAIRIE

			College percentage	General Average percentag
Q.46	Choice of specialism, basis			
	(i)	Liked the area	44.1	48.7
	(ii)	High school options	8.8	4.5
	(iii)	Good training provided	2.9	9.9
	(iv)	Had special aptitude	2.9	3.5
	(v)	Job opportunities	20.6	14.9
	(vi)	Service to others	5.9	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	41.2	31.8
	(ii)	Work	41.2	51.9
	(iii)	Don't know	8.8	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	0	4.2
	(ii)	Professional work	38.2	42.0
	(iii)	Craft trade	2.9	7.7
	(iv)	Office work	26.5	14.1
	(v)	Managerial, self-employed	11.8	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	46.0	61.6
	(ii)	$7,000 - $10,000	45.0	26.1
	(iii)	Over $10,000	9.0	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	2.9	11.3
	(ii)	Interesting work	50.0	46.8
	(iii)	Well-paid	8.8	6.1
	(iv)	Prestigious occupation	2.9	1.1
	(v)	Service to others	5.9	14.5
	(vi)	Free time, security, freedom	26.4	15.7

VALUES, INTERESTS

COLLEGE ...SAIT...............

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	6.3	7.8
	(ii) Personal influence	3.5	3.6
	(iii) Career preparation	79.8	76.0
	(iv) Nothing to do	2.8	2.3
	(v) Did not complete	7.6	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	7.0	10.4
	(ii) Sport/Entertainment/Fashion	60.6	61.4
	(iii) Technical/scientific	16.9	14.6
	(iv) Cultural	15.5	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	33.6	27.9
	(ii) Fixing things	41.2	35.9
	(iii) Solving problems	3.5	11.0
	(iv) None of these	21.7	25.2
Q.29	Second list of activities	-	-
	(i) Friends	47.8	42.6
	(ii) Athletics	20.2	25.2
	(iii) TV, listening to music	27.1	28.1
	(iv) None of these	4.9	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	33.1	28.1
	Q.32 Having fun, Enjoyment	48.9	37.7
	Q.33 Friendships	47.2	54.1
	Q.34 Career and Skills	75.8	78.0
	Q.35 Job preparation	58.0	61.1
	Q.36 Exploring ideas	33.8	36.0
	Q.38 Finding oneself	53.0	58.8

Name of College .....S.A.I.T.........

Q.47 Feeling about work at this College:	Confident	90%;	Difficulty	10%
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	49%;	Not sure	9%
general average:		57%;		9%
Q.49 Students put energy into everything:	True	64%;	False	36%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	66%;	False	34%
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	62%;	False	38%
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	73%;	False	27%
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	33%;	False	67%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	92%;	False	8%
general average:		90%;		10%
Q.55 College has excellent reputation:	True	91%;	False	9%
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	51%;	False	49%
general average:		54%;		46%
Q.57 Students often help each other:	True	86%;	False	14%
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	39%;	False	61%
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	61%;	Inadeqqate	8%
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	57%;	Inadequate	6%
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	63%;	Inadequate	6%
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	53%;	Inadequate	7%
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	69%;	Inadequate	7%
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	69%;	Inadequate	6%
general average:		58%;		9%

CAREER PLANS

COLLEGE ..SAIT...........

			College percentage	General Average percentage
Q.46	Choice of specialism, basis			
	(i)	Liked the area	61·7	48.7
	(ii)	High school options	3·5	4.5
	(iii)	Good training provided	9·9	9.9
	(iv)	Had special aptitude	1·4	3.5
	(v)	Job opportunities	17·7	14.9
	(vi)	Service to others	2·8	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	13·9	31.8
	(ii)	Work	69·4	51.9
	(iii)	Don't know	5·6	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	0·7	4.2
	(ii)	Professional work	30·1	42.0
	(iii)	Craft trade	13·3	7.7
	(iv)	Office work	14·7	14.1
	(v)	Managerial, self-employed	22·4	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	67·4	61.6
	(ii)	$7,000 - $10,000	25·4	26.1
	(iii)	Over $10,000	7·2	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	18·8	11.3
	(ii)	Interesting work	42·4	46.8
	(iii)	Well-paid	8·3	6.1
	(iv)	Prestigious occupation	1·4	1.1
	(v)	Service to others	6·9	14.5
	(vi)	Free time, security, freedom	18·0	15.7

VALUES, INTERESTS

COLLEGE ....N.A.I.T............

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	7.6	7.8
	(ii) Personal influence	4.9	3.6
	(iii) Career preparation	77.8	76.0
	(iv) Nothing to do	2.8	2.3
	(v) Did not complete	6.9	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	5.1	10.4
	(ii) Sport/Entertainment/Fashion	63.1	61.4
	(iii) Technical/scientific	24.6	14.6
	(iv) Cultural	7.2	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	20.8	27.9
	(ii) Fixing things	43.1	35.9
	(iii) Solving problems	9.7	11.0
	(iv) None of these	26.4	25.2
Q.29	Second list of activities	-	-
	(i) Friends	50.0	42.6
	(ii) Athletics	18.8	25.2
	(iii) TV, listening to music	28.4	28.1
	(iv) None of these	2.8	4.1
	Values accepted as objectives	-	-
Q.31	Marriage/Family life preparation	26.3	28.1
Q.32	Having fun, Enjoyment	36.3	37.7
Q.33	Friendships	54.5	54.1
Q.34	Career and Skills	78.6	78.0
Q.35	Job preparation	69.1	61.1
Q.36	Exploring ideas	29.4	36.0
Q.38	Finding oneself	50.4	58.8

Name of College ......N..H..J...L........

Q.47 Feeling about work at this College:	Confident	92%;	Difficulty	8%
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	60%;	Not sure	6%
general average:		57%;		9%
Q.49 Students put energy into everything:	True	70%;	False	30%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	72%;	False	28%
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	63%;	False	37%
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	77%;	False	23%
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	28%;	False	72%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	93%;	False	7%
general average:		90%;		10%
Q.55 College has excellent reputation:	True	96%;	False	4%
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	65%;	False	35%
general average:		54%;		46%
Q.57 Students often help each other:	True	97%;	False	3%
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	47%;	False	53%
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	53%;	Inadeqqate	9%
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	41%;	Inadequate	12%
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	50%;	Inadequate	13%
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	45%;	Inadequate	13%
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	49%;	Inadequate	15%
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	71%;	Inadequate	3%
general average:		58%;		9%

CAREER PLANS

COLLEGE ..NAIT.............

			College percentage	General Average percentag
Q.46	Choice of specialism, basis			
	(i)	Liked the area	48.6	48.7
	(ii)	High school options	6.3	4.5
	(iii)	Good training provided	9.7	9.9
	(iv)	Had special aptitude	2.1	3.5
	(v)	Job opportunities	20.8	14.9
	(vi)	Service to others	3.5	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	8.4	31.8
	(ii)	Work	69.9	51.9
	(iii)	Don't know	7.7	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	0	4.2
	(ii)	Professional work	29.4	42.0
	(iii)	Craft trade	12.5	7.7
	(iv)	Office work	15.4	14.1
	(v)	Managerial, self-employed	17.7	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	66.2	61.6
	(ii)	$7,000 - $10,000	29.4	26.1
	(iii)	Over $10,000	4.4	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	17.7	11.3
	(ii)	Interesting work	51.1	46.8
	(iii)	Well-paid	4.3	6.1
	(iv)	Prestigious occupation	0.7	1.1
	(v)	Service to others	4.3	14.5
	(vi)	Free time, security, freedom	17.7	15.7

COLLEGE ......OLDS.............

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	18.2	7.8
	(ii) Personal influence	9.0	3.6
	(iii) Career preparation	72.8	76.0
	(iv) Nothing to do	0.0	2.3
	(v) Did not complete	0.0	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	4.8	10.4
	(ii) Sport/Entertainment/Fashion	76.1	61.4
	(iii) Technical/scientific	9.5	14.6
	(iv) Cultural	9.5	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	13.5	27.9
	(ii) Fixing things	22.7	35.9
	(iii) Solving problems	18.1	11.0
	(iv) None of these	45.5	25.2
Q.29	Second list of activities	-	-
	(i) Friends	49.9	42.6
	(ii) Athletics	31.8	25.2
	(iii) TV, listening to music	13.6	28.1
	(iv) None of these	4.5	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	31.8	28.1
	Q.32 Having fun, Enjoyment	36.4	37.7
	Q.33 Friendships	68.2	54.1
	Q.34 Career and Skills	72.7	78.0
	Q.35 Job preparation	45.5	61.1
	Q.36 Exploring ideas	31.8	36.0
	Q.38 Finding oneself	63.6	58.8

Name of College .... [illegible].............

Q.47 Feeling about wo k at this College:	Confident	96%;	Difficulty	4%
general average:		88%;		12%
Q.48 Sure have made t e right choice:	Very sure	59%;	Not sure	18%
general average:		57%;		9%
Q.49 Students put ene gy into everything:	True	52%;	False	48%
general average:		59%;		41%
Q.50 Students encoura ed to be independent:	True	91%;	False	9%
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	77%;	False	23%
general average:		62%;		38%
Q.52 Channels for com laints are available:	True	91%;	False	9%
general average:		74%;		26%
Q.53 Students work ha d "for fun of it":	True	29%;	False	71%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	77%;	False	23%
general average:		90%;		10%
Q.55 College has exce lent reputation:	True	75%;	False	25%
general average:		80%;		20%
Q.56 Students are enc uraged to criticize:	True	68%;	False	32%
general average:		54%;		46%
Q.57 Students often h lp each other:	True	100%;	False	0%
general average:		88%;		12%
Q.58 Most students ar extremely tense:	True	41%;	False	59%
general average:		42%;		58%
Q.59 Sports facilitie :	Adequate	55%;	Inadeqqate	0%
general average:		48%;		17%
Q.60 Cafeterias, Comm n rooms:	Adequate	55%;	Inadequate	18%
general average:		44%;		13%
Q.61 Opportunities fo special interest groups:	Adequate	50%;	Inadequate	0%
general average:		46%;		16%
Q.62 Opportunities fo student government:	Adequate	77%;	Inadequate	0%
general average:		49%;		13%
Q.63 Library faciliti es for research, study:	Adequate	36%;	Inadequate	36%
general average:		48%;		16%
Q.64 Classrooms, labo atories:	Adequate	77%;	Inadequate	0%
general average:		58%;		9%

CAREER PLANS

COLLEGE ....OLDS............

			College percentage	General Average percentage
Q.46	Choice of specialism, basis			
	(i)	Liked the area	68.2	48.7
	(ii)	High school options	0	4.5
	(iii)	Good training provided	4.5	9.9
	(iv)	Had special aptitude	0	3.5
	(v)	Job opportunities	9.1	14.9
	(vi)	Service to others	4.5	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	4.5	31.8
	(ii)	Work	63.6	51.9
	(iii)	Don't know	13.6	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	13.6	4.2
	(ii)	Professional work	13.6	42.0
	(iii)	Craft trade	22.7	7.7
	(iv)	Office work	9.1	14.1
	(v)	Managerial, self-employed	9.0	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	77.3	61.6
	(ii)	$7,000 - $10,000	22.7	26.1
	(iii)	Over $10,000	0	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	9.5	11.3
	(ii)	Interesting work	66.7	46.8
	(iii)	Well-paid	0	6.1
	(iv)	Prestigious occupation	0	1.1
	(v)	Service to others	14.3	14.5
	(vi)	Free time, security, freedom	4.8	15.7

VALUES, INTERESTS

COLLEGE ..VERMILLION.......

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	15.4	7.8
	(ii) Personal influence	0.0	3.6
	(iii) Career preparation	84.4	76.0
	(iv) Nothing to do	0.0	2.3
	(v) Did not complete	0.0	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	0.0	10.4
	(ii) Sport/Entertainment/Fashion	100.0	61.4
	(iii) Technical/scientific	0.0	14.6
	(iv) Cultural	0.0	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	30.8	27.9
	(ii) Fixing things	38.4	35.9
	(iii) Solving problems	0.0	11.0
	(iv) None of these	30.8	25.2
Q.29	Second list of activities	-	-
	(i) Friends	30.8	42.6
	(ii) Athletics	53.8	25.2
	(iii) TV, listening to music	15.4	28.1
	(iv) None of these	0.0	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	46.2	28.1
	Q.32 Having fun, Enjoyment	38.5	37.7
	Q.33 Friendships	46.2	54.1
	Q.34 Career and Skills	84.6	78.0
	Q.35 Job preparation	69.2	61.1
	Q.36 Exploring ideas	30.8	36.0
	Q.38 Finding oneself	84.6	58.8

Name of College ..VERMILLION.........

Q.47 Feeling about work at this College:	Confident	100%;	Difficulty	0%
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	46%;	Not sure	8%
general average:		57%;		9%
Q.49 Students put energy into everything:	True	69%;	False	31%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	58%;	False	42%
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	69%;	False	31%
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	62%;	False	38%
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	50%;	False	50%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	92%;	False	8%
general average:		90%;		10%
Q.55 College has excellent reputation:	True	85%;	False	15%
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	42%;	False	58%
general average:		54%;		46%
Q.57 Students often help each other:	True	100%;	False	0%
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	8%;	False	92%
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	54%;	Inadequate	31%
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	54%;	Inadequate	15%
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	23%;	Inadequate	0%
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	62%;	Inadequate	8%
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	39%;	Inadequate	31%
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	62%;	Inadequate	0%
general average:		58%;		9%

CAREER PLANS

COLLEGE ..VERMILION.......

		College percentage	General Average percentag
Q.46	Choice of specialism, basis		
	(i) Liked the area	41·7	48.7
	(ii) High school options	16·7	4.5
	(iii) Good training provided	25·0	9.9
	(iv) Had special aptitude	8·3	3.5
	(v) Job opportunities	8·3	14.9
	(vi) Service to others	0	11.1
Q.66	Plans on completing course	-	-
	(i) Other studies	7·7	31.8
	(ii) Work	61·5	51.9
	(iii) Don't know	15·4	7.6
Q.68	Anticipated occupation	-	-
	(i) Farmer	15·4	4.2
	(ii) Professional work	15·4	42.0
	(iii) Craft trade	0	7.7
	(iv) Office work	23·1	14.1
	(v) Managerial, self-employed	15·4	12.0
Q.69	Estimate of annual income	-	-
	(i) Less than $7,000	66·7	61.6
	(ii) $7,000 - $10,000	25·0	26.1
	(iii) Over $10,000	8·3	12.2
Q.70	Reasons for choice of career	-	-
	(i) Expanding area	25·0	11.3
	(ii) Interesting work	41·7	46.8
	(iii) Well-paid	0	6.1
	(iv) Prestigious occupation	0	1.1
	(v) Service to others	16·7	14.5
	(vi) Free time, security, freedom	16·7	15.7

VALUES, INTERESTS

COLLEGE ...FAIRVIEW.......

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	4.9	7.8
	(ii) Personal influence	4.9	3.6
	(iii) Career preparation	70.5	76.0
	(iv) Nothing to do	0.0	2.3
	(v) Did not complete	19.7	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	3.3	10.4
	(ii) Sport/Entertainment/Fashion	83.6	61.4
	(iii) Technical/scientific	11.5	14.6
	(iv) Cultural	1.6	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	16.1	27.9
	(ii) Fixing things	58.1	35.9
	(iii) Solving problems	1.6	11.0
	(iv) None of these	24.2	25.2
Q.29	Second list of activities	-	-
	(i) Friends	40.3	42.6
	(ii) Athletics	37.1	25.2
	(iii) TV, listening to music	16.2	28.1
	(iv) None of these	6.5	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	31.7	28.1
	Q.32 Having fun, Enjoyment	41.9	37.7
	Q.33 Friendships	66.7	54.1
	Q.34 Career and Skills	80.3	78.0
	Q.35 Job preparation	69.4	61.1
	Q.36 Exploring ideas	26.7	36.0
	Q.38 Finding oneself	51.7	58.8

Name of College .FAIRVIEW..........

Q.47 Feeling about work at this College:	Confident	92%;	Difficulty	8%
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	36%;	Not sure	14%
general average:		57%;		9%
Q.49 Students put energy into everything:	True	52%;	False	48%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	58%;	False	42%
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	60%;	False	40%
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	61%;	False	39%
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	32%;	False	68%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	80%;	False	20%
general average:		90%;		10%
Q.55 College has excellent reputation:	True	73%;	False	27%
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	32%;	False	68%
general average:		54%;		46%
Q.57 Students often help each other:	True	88%;	False	12%
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	42%;	False	58%
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	48%;	Inadeqqate	7%
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	23%;	Inadequate	18%
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	31%;	Inadequate	32%
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	51%;	Inadequate	4%
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	23%;	Inadequate	26%
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	51%;	Inadequate	7%
general average:		58%;		9%

CAREER PLANS

COLLEGE ..FAIRVIEW..........

			College percentage	General Average percentage
Q.46	Choice of specialism, basis			
	(i)	Liked the area	45·9	48.7
	(ii)	High school options	4·9	4.5
	(iii)	Good training provided	11·5	9.9
	(iv)	Had special aptitude	8·2	3.5
	(v)	Job opportunities	19·7	14.9
	(vi)	Service to others	6·6	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	3·2	31.8
	(ii)	Work	79·0	51.9
	(iii)	Don't know	9·7	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	28·3	4.2
	(ii)	Professional work	5·0	42.0
	(iii)	Craft trade	13·3	7.7
	(iv)	Office work	23·3	14.1
	(v)	Managerial, self-employed	6·7	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	80·0	61.6
	(ii)	$7,000 - $10,000	15·0	26.1
	(iii)	Over $10,000	5·0	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	9·7	11.3
	(ii)	Interesting work	45·2	46.8
	(iii)	Well-paid	9·7	6.1
	(iv)	Prestigious occupation	0	1.1
	(v)	Service to others	8·1	14.5
	(vi)	Free time, security, freedom	27·5	15.7

VALUES, INTERESTS

COLLEGE ..CALGARY...A.V.C...

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	3.1	7.8
	(ii) Personal influence	3.1	3.6
	(iii) Career preparation	75.0	76.0
	(iv) Nothing to do	0.0	2.3
	(v) Did not complete	18.8	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	6.5	10.4
	(ii) Sport/Entertainment/Fashion	48.4	61.4
	(iii) Technical/scientific	25.7	14.6
	(iv) Cultural	19.4	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	25.0	27.9
	(ii) Fixing things	31.2	35.9
	(iii) Solving problems	31.3	11.0
	(iv) None of these	12.5	25.2
Q.29	Second list of activities	-	-
	(i) Friends	31.2	42.6
	(ii) Athletics	18.8	25.2
	(iii) TV, listening to music	50.0	28.1
	(iv) None of these	0.0	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	22.2	28.1
	Q.32 Having fun, Enjoyment	25.0	37.7
	Q.33 Friendships	48.3	54.1
	Q.34 Career and Skills	90.0	78.0
	Q.35 Job preparation	65.5	61.1
	Q.36 Exploring ideas	58.1	36.0
	Q.38 Finding oneself	72.4	58.8

Name of College ..CALGARY..AVC.....

Q.47 Feeling about work at this College:	Confident	91 %;	Difficulty	9 %
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	84%;	Not sure	3 %
general average:		57%;		9%
Q.49 Students put energy into everything:	True	56 %;	False	44%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	72 %;	False	28 %
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	44 %;	False	56 %
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	77 %;	False	23 %
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	27 %;	False	73 %
general average:		31%;		69%
Q.54 Most courses are well organized:	True	94 %;	False	6 %
general average:		90%;		10%
Q.55 College has excellent reputation:	True	67 %;	False	33 %
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	52 %;	False	48 %
general average:		54%;		46%
Q.57 Students often help each other:	True	80 %;	False	20 %
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	61 %;	False	39 %
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	19 %;	Inadeqqate	67 %
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	13 %;	Inadequate	40 %
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	11 %;	Inadequate	71 %
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	22 %;	Inadequate	67 %
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	26 %;	Inadequate	65 %
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	10 %;	Inadequate	35 %
general average:		58%;		9%

CAREER PLANS

COLLEGE CALGARY...A.V.C..

		College percentage	General Average percentage
Q.46	Choice of specialism, basis		
	(i) Liked the area	28·1	48.7
	(ii) High school options	3·1	4.5
	(iii) Good training provided	15·6	9.9
	(iv) Had special aptitude	9·4	3.5
	(v) Job opportunities	28·1	14.9
	(vi) Service to others	12·5	11.1
Q.66	Plans on completing course	-	-
	(i) Other studies	59·4	31.8
	(ii) Work	37·5	51.9
	(iii) Don't know	3·1	7.6
Q.68	Anticipated occupation	-	-
	(i) Farmer	0	4.2
	(ii) Professional work	46·9	42.0
	(iii) Craft trade	3·1	7.7
	(iv) Office work	25·0	14.1
	(v) Managerial, self-employed	6·3	12.0
Q.69	Estimate of annual income	-	-
	(i) Less than $7,000	76·7	61.6
	(ii) $7,000 - $10,000	16·7	26.1
	(iii) Over $10,000	6·6	12.2
Q.70	Reasons for choice of career	-	-
	(i) Expanding area	12·9	11.3
	(ii) Interesting work	38·7	46.8
	(iii) Well-paid	6·5	6.1
	(iv) Prestigious occupation	0	1.1
	(v) Service to others	19·4	14.5
	(vi) Free time, security, freedom	22·6	15.7

VALUES, INTERESTS

COLLEGE EDMONTON A.V.C.

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	0.0	7.8
	(ii) Personal influence	0.0	3.6
	(iii) Career preparation	77.8	76.0
	(iv) Nothing to do	0.0	2.3
	(v) Did not complete	22.2	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	18.9	10.4
	(ii) Sport/Entertainment/Fashion	54.1	61.4
	(iii) Technical/scientific	13.5	14.6
	(iv) Cultural	13.5	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	22.2	27.9
	(ii) Fixing things	19.5	35.9
	(iii) Solving problems	33.3	11.0
	(iv) None of these	25.0	25.2
Q.29	Second list of activities	-	-
	(i) Friends	27.0	42.6
	(ii) Athletics	24.3	25.2
	(iii) TV, listening to music	43.4	28.1
	(iv) None of these	5.4	4.1
	Values accepted as objectives	-	-
Q.31	Marriage/Family life preparation	17.2	28.1
Q.32	Having fun, Enjoyment	30.0	37.7
Q.33	Friendships	45.2	54.1
Q.34	Career and Skills	81.3	78.0
Q.35	Job preparation	67.6	61.1
Q.36	Exploring ideas	59.4	36.0
Q.38	Finding oneself	63.6	58.8

Name of College .EDMONTON...A.V.C...

Q.47 Feeling about work at this College:	Confident	78%;	Difficulty	22%
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	92%;	Not sure	3%
general average:		57%;		9%
Q.49 Students put energy into everything:	True	67%;	False	33%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	79%;	False	21%
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	70%;	False	30%
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	73%;	False	27%
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	47%;	False	53%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	92%;	False	8%
general average:		90%;		10%
Q.55 College has excellent reputation:	True	78%;	False	22%
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	53%;	False	47%
general average:		54%;		46%
Q.57 Students often help each other:	True	97%;	False	3%
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	56%;	False	44%
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	3%;	Inadeqqate	56%
general average:		48%;		17%
Q.60 Cafeterias, Common rooms.	Adequate	66%;	Inadequate	0%
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	35%;	Inadequate	21%
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	47%;	Inadequate	3%
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	42%;	Inadequate	22%
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	74%;	Inadequate	6%
general average:		58%;		9%

CAREER PLANS

COLLEGE EDMONTON..AVC

		College percentage	General Average percentage
Q.46	Choice of specialism, basis		
	(i) Liked the area	20.0	48.7
	(ii) High school options	2.9	4.5
	(iii) Good training provided	28.6	9.9
	(iv) Had special aptitude	8.6	3.5
	(v) Job opportunities	17.1	14.9
	(vi) Service to others	8.6	11.1
.66	Plans on completing course	-	-
	(i) Other studies	56.8	31.8
	(ii) Work	35.1	51.9
	(iii) Don't know	5.4	7.6
Q.68	Anticipated occupation	-	-
	(i) Farmer	0	4.2
	(ii) Professional work	54.0	42.0
	(iii) Craft trade	13.5	7.7
	(iv) Office work	10.8	14.1
	(v) Managerial, self-employed	8.1	12.0
Q.69	Estimate of annual income	-	-
	(i) Less than $7,000	51.5	61.6
	(ii) $7,000 - $10,000	27.3	26.1
	(iii) Over $10,000	21.2	12.2
Q.70	Reasons for choice of career	-	-
	(i) Expanding area	5.6	11.3
	(ii) Interesting work	38.9	46.8
	(iii) Well-paid	8.3	6.1
	(iv) Prestigious occupation	5.6	1.1
	(v) Service to others	33.3	14.5
	(vi) Free time, security, freedom	8.3	15.7

VALUES, INTERESTS

COLLEGE .FORT...MACMURRAY.

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	0.0	7.8
	(ii) Personal influence	0.0	3.6
	(iii) Career preparation	40.0	76.0
	(iv) Nothing to do	0.0	2.3
	(v) Did not complete	60.0	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	20.0	10.4
	(ii) Sport/Entertainment/Fashion	60.0	61.4
	(iii) Technical/scientific	0.0	14.6
	(iv) Cultural	20.0	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	26.7	27.9
	(ii) Fixing things	46.6	35.9
	(iii) Solving problems	20.0	11.0
	(iv) None of these	6.7	25.2
Q.29	Second list of activities	-	-
	(i) Friends	46.7	42.6
	(ii) Athletics	20.0	25.2
	(iii) TV, listening to music	33.3	28.1
	(iv) None of these	0.0	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	7.7	28.1
	Q.32 Having fun, Enjoyment	46.7	37.7
	Q.33 Friendships	57.1	54.1
	Q.34 Career and Skills	71.4	78.0
	Q.35 Job preparation	57.1	61.1
	Q.36 Exploring ideas	35.7	36.0
	Q.38 Finding oneself	57.1	58.8

Name of College FORT..MACMURRAY...

Q.47 Feeling about work at this College:	**Confident**	67 %;	**Difficulty**	33 %
general average:		88%;		12%
Q.48 Sure have made the right choice:	**Very sure**	67 %;	**Not sure**	7 %
general average:		57%;		9%
Q.49 Students put energy into everything:	**True**	31 %;	**False**	69 %
general average:		59%;		41%
Q.50 Students encouraged to be independent:	**True**	69 %;	**False**	31 %
general average:		72%;		28%
Q.51 Students develop responsibility here:	**True**	69 %;	**False**	31 %
general average:		62%;		38%
Q.52 Channels for complaints are available:	**True**	62 %;	**False**	38 %
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	**True**	31 %;	**False**	69 %
general average:		31%;		69%
Q.54 Most courses are well organized:	**True**	100 %;	**False**	0 %
general average:		90%;		10%
Q.55 College has excellent reputation:	**True**	77 %;	**False**	23 %
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	**True**	29 %;	**False**	71 %
general average:		54%;		46%
Q.57 Students often help each other:	**True**	85 %;	**False**	15 %
general average:		88%;		12%
Q.58 Most students are extremely tense:	**True**	39 %;	**False**	61 %
general average:		42%;		58%
Q.59 Sports facilities:	**Adequate**	71 %;	**Inadeqqate**	0 %
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	**Adequate**	50 %;	**Inadequate**	8 %
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	**Adequate**	33 %;	**Inadequate**	33 %
general average:		46%;		16%
Q.62 Opportunities for student government:	**Adequate**	58 %;	**Inadequate**	0 %
general average:		49%;		13%
Q.63 Library facilities for research, study:	**Adequate**	62 %;	**Inadequate**	15 %
general average:		48%;		16%
Q.64 Classrooms, laboratories:	**Adequate**	71 %;	**Inadequate**	7 %
general average:		58%;		9%

CAREER PLANS

COLLEGE FORT..MACMURRAY

			College percentage	General Average percentag
Q.46	Choice of specialism, basis			
	(i)	Liked the area	21.4	48.7
	(ii)	High school options	7.1	4.5
	(iii)	Good training provided	21.4	9.9
	(iv)	Had special aptitude	0	3.5
	(v)	Job opportunities	35.7	14.9
	(vi)	Service to others	0	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	13.3	31.8
	(ii)	Work	60.0	51.9
	(iii)	Don't know	26.7	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	6.7	4.2
	(ii)	Professional work	13.4	42.0
	(iii)	Craft trade	20.0	7.7
	(iv)	Office work	0	14.1
	(v)	Managerial, self-employed	6.7	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	69.3	61.6
	(ii)	$7,000 - $10,000	23.1	26.1
	(iii)	Over $10,000	7.6	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	14.3	11.3
	(ii)	Interesting work	50.0	46.8
	(iii)	Well-paid	7.1	6.1
	(iv)	Prestigious occupation	0	1.1
	(v)	Service to others	14.3	14.5
	(vi)	Free time, security, freedom	7.1	15.7

VALUES, INTERESTS

COLLEGE ..CONCORDIA.........

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	4.8	7.8
	(ii) Personal influence	1.6	3.6
	(iii) Career preparation	87.2	76.0
	(iv) Nothing to do	4.8	2.3
	(v) Did not complete	1.6	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	20.7	10.4
	(ii) Sport/Entertainment/Fashion	50.0	61.4
	(iii) Technical/scientific	10.3	14.6
	(iv) Cultural	19 0	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	36.5	27.9
	(ii) Fixing things	15.8	35.9
	(iii) Solving problems	6.4	11.0
	(iv) None of these	41 3	25.2
Q.29	Second list of activities	-	-
	(i) Friends	52.5	42.6
	(ii) Athletics	32.2	25.2
	(iii) TV, listening to music	13 6	28.1
	(iv) None of these	1.7	4.1
	Values accepted as objectives	-	-
Q.31	Marriage/Family life preparation	23.0	28.1
Q.32	Having fun, Enjoyment	38.3	37.7
Q.33	Friendships	56.7	54.1
Q.34	Career and Skills	76.7	78.0
Q.35	Job preparation	45 9	61.1
Q.36	Exploring ideas	38.3	36.0
Q.38	Finding oneself	68 4	58.8

Name of College ..CONCORDIA.........

Q.47 Feeling about work at this College:	**Confident**	82%;	**Difficulty**	18%
general average:		88%;		12%
Q.48 Sure have made the right choice:	**Very sure**	52%;	**Not sure**	11%
general average:		57%;		9%
Q.49 Students put energy into everything:	**True**	56%;	**False**	44%
general average:		59%;		41%
Q.50 Students encouraged to be independent:	**True**	54%;	**False**	46%
general average:		72%;		28%
Q.51 Students develop responsibility here:	**True**	54%;	**False**	41%
general average:		62%;		38%
Q.52 Channels for complaints are available:	**True**	74%;	**False**	26%
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	**True**	32%;	**False**	68%
general average:		31%;		69%
Q.54 Most courses are well organized:	**True**	94%;	**False**	6%
general average:		90%;		10%
Q.55 College has excellent reputation:	**True**	80%;	**False**	20%
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	**True**	40%;	**False**	60%
general average:		54%;		46%
Q.57 Students often help each other:	**True**	84%;	**False**	16%
general average:		88%;		12%
Q.58 Most students are extremely tense:	**True**	38%;	**False**	62%
general average:		42%;		58%
Q.59 Sports facilities:	**Adequate**	46%;	**Inadeqqate**	21%
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	**Adequate**	32%;	**Inadequate**	8%
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	**Adequate**	28%;	**Inadequate**	39%
general average:		46%;		16%
Q.62 Opportunities for student government:	**Adequate**	42%;	**Inadequate**	26%
general average:		49%;		13%
Q.63 Library facilities for research, study:	**Adequate**	46%;	**Inadequate**	12%
general average:		48%;		16%
Q.64 Classrooms, laboratories:	**Adequate**	48%;	**Inadequate**	3%
general average:		58%;		9%

COLLEGE CONCORDIA.......

			College percentage	General Average percentage
Q.46	Choice of specialism, basis			
	(i)	Liked the area	50.8	48.7
	(ii)	High school options	4.9	4.5
	(iii)	Good training provided	6.6	9.9
	(iv)	Had special aptitude	4.9	3.5
	(v)	Job opportunities	4.9	14.9
	(vi)	Service to others	19.7	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	83.9	31.8
	(ii)	Work	9.7	51.9
	(iii)	Don't know	3.2	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	3.3	4.2
	(ii)	Professional work	81.9	42.0
	(iii)	Craft trade	0	7.7
	(iv)	Office work	1.6	14.1
	(v)	Managerial, self-employed	1.6	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	33.9	61.6
	(ii)	$7,000 - $10,000	30.5	26.1
	(iii)	Over $10,000	35.6	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	3.7	11.3
	(ii)	Interesting work	57.3	46.8
	(iii)	Well-paid	5.6	6.1
	(iv)	Prestigious occupation	0	1.1
	(v)	Service to others	16.7	14.5
	(vi)	Free time, security, freedom	13.0	15.7

VALUES, INTERESTS

COLLEGE CANADIAN....UNION.

		College %age	General Average %age
Q.24	Reasons for completing high school	-	-
	(i) Study interest	8.5	7.8
	(ii) Personal influence	4.8	3.6
	(iii) Career preparation	80.5	76.0
	(iv) Nothing to do	0.0	2.3
	(v) Did not complete	6.1	10.1
Q.26	Most interesting event	-	-
	(i) Political/economic	20.0	10.4
	(ii) Sport/Entertainment/Fashion	40.0	61.4
	(iii) Technical/scientific	11.3	14.6
	(iv) Cultural	28.7	13.6
Q.27	Free-time activity	-	-
	(i) Creative arts	30.8	27.9
	(ii) Fixing things	32.1	35.9
	(iii) Solving problems	12.4	11.0
	(iv) None of these	24.7	25.2
Q.29	Second list of activities	-	-
	(i) Friends	17.0	42.6
	(ii) Athletics	29.3	25.2
	(iii) TV, listening to music	41.5	28.1
	(iv) None of these	12.2	4.1
	Values accepted as objectives	-	-
	Q.31 Marriage/Family life preparation	41.0	28.1
	Q.32 Having fun, Enjoyment	22.7	37.7
	Q.33 Friendships	59.2	54.1
	Q.34 Career and Skills	73.4	78.0
	Q.35 Job preparation	53.8	61.1
	Q.36 Exploring ideas	27.6	36.0
	Q.38 Finding oneself	59.2	58.8

Name of College CANADIAN....UNION...

Q.47 Feeling about work at this College:	Confident	90 %;	Difficulty	10 %
general average:		88%;		12%
Q.48 Sure have made the right choice:	Very sure	70 %;	Not sure	6 %
general average:		57%;		9%
Q.49 Students put energy into everything:	True	73 %;	False	27 %
general average:		59%;		41%
Q.50 Students encouraged to be independent:	True	68 %;	False	32 %
general average:		72%;		28%
Q.51 Students develop responsibility here:	True	80 %;	False	20 %
general average:		62%;		38%
Q.52 Channels for complaints are available:	True	62 %;	False	38 %
general average:		74%;		26%
Q.53 Students work hard "for fun of it":	True	37 %;	False	63%
general average:		31%;		69%
Q.54 Most courses are well organized:	True	89 %;	False	11 %
general average:		90%;		10%
Q.55 College has excellent reputation:	True	76 %;	False	24 %
general average:		80%;		20%
Q.56 Students are encouraged to criticize:	True	23 %;	False	77 %
general average:		54%;		46%
Q.57 Students often help each other:	True	86 %;	False	14 %
general average:		88%;		12%
Q.58 Most students are extremely tense:	True	28 %;	False	72 %
general average:		42%;		58%
Q.59 Sports facilities:	Adequate	27 %;	Inadeqqate	15 %
general average:		48%;		17%
Q.60 Cafeterias, Common rooms:	Adequate	49 %;	Inadequate	10 %
general average:		44%;		13%
Q.61 Opportunities for special interest groups:	Adequate	49 %;	Inadequate	10 %
general average:		46%;		16%
Q.62 Opportunities for student government:	Adequate	47 %;	Inadequate	22 %
general average:		49%;		13%
Q.63 Library facilities for research, study:	Adequate	41 %;	Inadequate	7 %
general average:		48%;		16%
Q.64 Classrooms, laboratories:	Adequate	9 %;	Inadequate	31 %
general average:		58%;		9%

CAREER PLANS

COLLEGE Canadian Union

			College percentage	General Average percent ge
Q.46	Choice of specialism, basis			
	(i)	Liked the area	31·7	48.7
	(ii)	High school options	0	4.5
	(iii)	Good training provided	1·2	9.9
	(iv)	Had special aptitude	6·1	3.5
	(v)	Job opportunities	7·3	14.9
	(vi)	Service to others	42·7	11.1
Q.66	Plans on completing course		-	-
	(i)	Other studies	57·8	31.8
	(ii)	Work	26·5	51.9
	(iii)	Don't know	7·2	7.6
Q.68	Anticipated occupation		-	-
	(i)	Farmer	3·7	4.2
	(ii)	Professional work	74·4	42.0
	(iii)	Craft trade	2·4	7.7
	(iv)	Office work	6·1	14.1
	(v)	Managerial, self-employed	4·9	12.0
Q.69	Estimate of annual income		-	-
	(i)	Less than $7,000	56·9	61.6
	(ii)	$7,000 - $10,000	21·5	26.1
	(iii)	Over $10,000	21·6	12.2
Q.70	Reasons for choice of career		-	-
	(i)	Expanding area	1·2	11.3
	(ii)	Interesting work	28·0	46.8
	(iii)	Well-paid	4·9	6.1
	(iv)	Prestigious occupation	0	1.1
	(v)	Service to others	47·6	14.5
	(vi)	Free time, security, freedom	12·2	15.7

APPENDIX B

Transcripts of Interviews

Medicine Hat 207
Lethbridge 226
Red Deer 241
Grant MacEwan 258
Grande Prairie 278
S.A.I.T. 285
N.A.I.T. 297
Olds 310
Vermilion 336
Fairview 351
Calgary AVC 363
Edmonton AVC 376
Fort McMurray AVC 389
Concordia 400
Canadian Union 417

Transcripts of Interviews

The last question in the Survey of Needs and Motivations invited the student to say whether or not he would be willing to be interviewed in greater depth about his views. From those who indicated willingness, a random sample was drawn from each College and arrangements made to see these students at their own College. A standardized interview, which was recorded, was conducted. From these interviews one was chosen as typical of the College and transcribed. The interviews were carried out and summarized by the same person, Pat Fleming.

MEDICINE HAT

Medicine Hat #109

The first thing I'd like to ask is what type of program are you registered in?

I'm registered in Education, first year Education.

And you will be doing what when you finish here?

Well, last year I took two courses towards my first year, and this year I'm taking five courses, so I'll have a total of seven courses after this winter semester. So I want to go back the next two semesters before September semester to complete my second year, so that when I go to Calgary or Edmonton (whichever University I choose) I want to start in my third year.

Can you just give me a general idea first of all what were your reasons for coming to this college; secondly choosing this particular program?

Well, my parents live here, and I guess that has a lot to do with it. The tuition is cheap. I imagine the books are a little more expensive, but it's not that much - you don't realize it. So I don't pay as much, probably one third the cost per semester that I would in Calgary. I'm planning on borrowing the maximum amount that it would cost me to go there, and I'm only using one third of that here, which is really good. What was the second question?

Why you decided on the particular program that you're in.

Oh. I was out in the job market for three years. It was a good paying job.

I was getting more than the average for around here. But the security wasn't that good. I was getting laid off in the summer time. And ever since I can remember I wanted to be a Phys. Ed. teacher, but when I was in highschool I wouldn't work towards that. I was fed up with education, what they taught you in the schools, and I was rebelling against that. I mean rebelling against the educational set-up. I was putting myself out. So about two years ago I decided I would conform to the educational standards that I had to meet to come back and pursue something I'm really interested in. Since that time I've changed my mind. When I first came back I wanted to go in for a Phys. Ed. teacher. Then I decided that there were so many people going in for Phys. Ed. I decided I would take my second liking, and that's art. I've always done art, and I decided that I would become an art teacher instead.

Good. Did you receive any kind of counselling before you came to the college either from a teacher or counsellor on the staff?

No I didn't receive any counselling from a teacher or counselling staff but I got encouraging words from the engineers -- I worked for a local chemical plant, and I got encouragement, encouraging words from my bosses. They said that I should go back.

Since you've been here have you had occasion to look into vocational guidance counselling at the college -- information on what you can expect in a job in your field, job requirements, job opportunities -- this sort of information?

Not really from the counsellors, but a couple of the courses that I've taken have sort of given me an outline of what I can expect when I get into that job. But that's about the only thing that I can think of.

Do you feel that you need more information in this area, or has what you've had been adequate for you?

I don't know. I don't know what to expect because every year has been a new thing, and I don't know if I need any more information or not. I imagine I should be prepared before I get out on the job market, and I don't know what the next two years are going to be like. So far, I haven't had anything, really to speak of.

Okay. Let's look a little more carefully then at your program. First of all, can you tell me how you feel generally about your courses and your instructors?

I'd say that there's only been one instructor here that I thought wasn't competent; no, I'll say two. In my eight courses that I've taken now, there's only been two.

What was the problem, not good teachers or not qualified?

No, all of them have been qualified, but it's just that one of them is totally biased. If you don't write what he thinks then you don't get a good mark. And I don't believe that's right. We're all biased to a certain point, but he is extremely that way. And the other one -- well I was spoilt -- I took another course (it's an art teacher) from an art teacher from the States -- he comes up every summer --. I was spoilt by him -- he is just a fantastic teacher and I really enjoyed him. And then this year it was different. I don't know whether it's the course set-up or something else; I just don't develop at all. But generally the teachers are good. And the courses -- well, the program set-up itself to me is lacking in some points; in others it's really good. Because some of the courses you have to take, they don't really tell you anything about being a teacher. They just broaden yo r scope on different things, like philosophy. I take philosophy because I have to have a social science, and it doesn't tell me anything about teaching, it just tells me about the world - what everybody thinks about the world, and to me that's not important.

And this is a required course?

It's not a required course now. I have to take an educational philosophy course, a fourth year educational philosophy course, so I decided I'd better have some background, so I decided to take it this year. I didn't take the first year course, I went right into the second year course and I find I'm sometimes sort of bogged down there. Sometimes I don't know where I'm at. I can read the text books and I still don't understand what they're talking about.

Yes, I think I'd have the same problem.

It's a weird course.

In general, would you say you're getting out of the courses what you want to get out of them?

I'd say it's about fifty-fifty. Some courses I really enjoy and I'm getting what I expect, and some courses I just don't. And It just depends -- the first half of the course might be a real bummer, and the last half might be really worth it. Like I took Education Psychology during the first semester, and I was lucky to get through, and then in this semester so far it's just really good -- just what I would expect. The first year was all so general - it just tells you about general things, it doesn't really go into things; and then when once you get into your second course you get into things that are really hard core.

Yes, that's the way it is with most first years in university, no matter what you're in. There are a lot of very general things - you don't go into depth.

I don't know whether that's such a good idea or not. Maybe it should be sequential, take something that's small and then gradually work your way up so that you know ...

In the same general area. That's an interesting thought. Well what about the auxiliary services connected with the course, things like labs or with practical learning like the library?

Oh, we had an archeology course in the first semester that was just fantastic. We went out on a real dig.

Really?

Yes, It was really good. And the archeology teacher here -- well I don't know. I've never been to any other university, but I just can't understand any university having one better. She's really good.

Yes. In this area I imagine there would be a lot of professors to go and do this sort of thing.

Yes. And that's the only lab course that I've had.

Do you do any practical work in any of your other courses, in your art courses?

Like what?

Well, I guess you could call it lab work....design, drawing, so forth?

No. I don't really think so. Not that we've been doing right now. Any practical work that I have done has been co-editor for the year book and stuff like that.

What about the library? First of all, do you find the library a good place to do research?

Yes, I think it's a real good place. About the only time it's used to its capacity is around exam time. Then it's just packed.

It's a good place to study.

Yes. It is because it's quiet. There's not too many distractions. That's about the only time I get to do my homework. Because if I go home and the television is on I just don't do it. I can go into another room, and if I just hear the television going -- that's it. I either have to go watch it or go some place that I won't be disturbed.

Okay, can you tell me a bit about the grading system here. Before your instructors allocate grades do they take into consideration your term work and an exam?

Yes. That's one thing that has always bugged me about schools -- you go through a course and then they give you a final exam and it's worth 40% of your total mark. I don't agree with that at all. I don't think the final exam is that important. I think it's what you learn through the year. If you have to cram for a final exam -- you don't do anything all year, and then you have to cram for a final because it's worth more -- you get out of that exam room after you've written it and you can't even remember probably 50% of what you looked at, or what you wrote, for that matter. Whereas if you space the exams say four over a semester and they're worth equal amounts, and you have the exam on the material up until that point, not on the whole thing, I think you're going to get more out of it -- maybe I'm wrong. I can't grasp things that easily, because if I have to study and have to cram for an exam a week or so beforehand, after I write the exam I'm just so exhausted I can't remember anything - it just goes right out of my head.

Okay. Let's move now into the area of student government, and students' participation in the democratic process. First of all can you tell me what should be the function of students' union or students' council in a college like this?

I don't really know because last year in this institution there wasn't any student government, so to speak, so I don't really know what the function is. I imagine it's just to get the students active in social activities outside the college. But to me, it's just like work. If you work with a guy for eight hours during the day, you don't want to go home at night time and associate with him. But that's only my personal feeling. Some people like to associate with a crowd, but I'm not like that.

So you tend to find your extra-curricular activities outside of the school?

I don't think they're necessary. To me they're not, but there's a lot of people who really enjoy a crowd, and going out with other people.

Do you also see the students' union as sort of a -- to function as communication between administration and the student body as a whole?

Oh, definitely. In order for a student government to operate at its greatest potential it should have good communication with the administration. If you demonstrate or say bad things about the administration you're not going to get hardly anything done. I think we've got a good set-up here, where we've got one of the administration on the student council as a co-opted member and he attends the meetings. He's the coordinator of student services, so he's right with the administration and right with the students. I imagine on decisions his weight would be with the administration because he's on the payroll;he's not on the students' payrollstaff, so .....

What about channels for expressing student's complaints or letting administration know that there's something wrong?

Like I say, with this administrator on council it's quite good, but whether anything is done about the students' complaints is another matter.

Do you know if this would result in some action to solve the problem?

There again, I think it depends upon what the issue is about. If it's concerned directly with the College Board or even the community I don't think there would be much done, because I don't think the students have much say. The administration, the teachers in university tell you that you have lots of say, but once you try to express it well then you find out that you don't have much say. This college is geared to the community more than the students, I think. When we had college opening this year the things that were put on by the college were put on by the teachers, the professors, by the community -- like the person who is not the president now but was then asked the community Art Club to put on an Art display. Not one of the students helped, not one of the students put any art in that display because this committee would ask somebody to submit a name of a local artist. And then this committee of local ladies would tgo out and review this person's art, and if it was good enough they would put it in. So naturally none of the students would get in. My girl friend and I put on an art display of our own totally away from this. I think the students are put into one corner as far as decisions about courses and stuff like this are concerned. My girlfriend and I were on the Art Advisory Board for the college with seven other people, and there were no art programs in the college. The administration wanted this committee to review the situation in this city and to make proposals.

So when it first got started there were no students at all, and the administrator that's on the council argued and argued and argued, and finally they said well, we'll have some students on there. And that's the only reason. The students at this college are just more or less referred to as children -- they're not adults. Like when we were putting up our display one of the higher society ladies from the community came up and said, "How are you kiddies coming along with your art display?". And that's the general feeling. It's really maddening, but there's nothing you can do about it. That's the only thing that really bugs me about this college, the faculty does a lot of community behind-kissing, and to me that's bad. I mean you have to get the bucks from the community -- they're paying the taxes, but the students are the future tax payers and you have to look after their needs also.

Yes. You have to be aware of whom the college was intended to serve. In general, just going back a bit,would you say that your student council is doing an adequate job?

Well, there wasn't any last year. Well there was a student council, but you couldn't really call it a student council. I think they're doing a good job right now. I'm hoping in the future that there will be better student councils, but this is a good student council, there's no doubt about it.

For a beginning, it's an adequate student council.

Right. Because we didn't have any constitution, or anything. They've been going strong for seven or eight years and they still haven't decided the student constitution, so this council has finally got one going. They've given money to the Phys. Ed. Department for different things, and other different departments, and if you need anything or if you think that something's going on that shouldn't be you can always go to the president -- he's always available.

The president of students council?

Yes.

Okay, then, good. Let's move now into the sports and recreation. First of all for sport. Can you comment on the facilities here in terms of space equipment and time, organized for the sports activities.

Well, for the student enrollment here the space is more than adequate. And the professors are willing to put out their time. But in previous years they used to refer to it as apathy in the college by the students towards college activities. But we were in a highschool atmosphere. We were right in with the senior highschool and anybody that came in from a highschool was just more or less stepping into a higher grade. It wasn't a college or a university - it was more or less a large highschool. I think this was the major problem. Now that we're in our own facilities we have adequate equipment, it's really good. I think most of the students here are Phys. Ed majors, and the people who play on the teams are so cliquey that anybody else from any other faculty who wants to join just hasn't got a chance. That happened this year with the girls' basketball team. They didn't have enough players so a couple of the Phys. Ed. ~~girls~~ that were playing on the team came around to a few others and said that they'd heard that they were too cliquey, and they didn't think that they were that way at all, and they wanted to get more people to join. My girl friend was a real good friend of the girl that was going around, and she said, "you are cliquey, and you won't get anyone to join." And I think that's the problem.

Too many Phys. Ed. people want to keep too much to themselves?

Yes.

It's just like any other organization -- you've got your little group here, and your little group there --

So the problem is communication between those small groups, and sort of social interaction.

Yes, right. Like the only communication I have with the Phys. Ed. people is to say hi to my friends. I guess they're sitting at the tables with all the Phys. Ed. majors and we're sitting at the tables with all the Education people, but then we sit with people from sciences, and other areas, because a few of the courses that I'm taking they're taking.

Well, getting back to the sports thing, you've said that there's a lot of space. Do students in general tend to make use of these facilities in their spare time or is the sort of cliquishness in Phys. Ed. restricting this?

I don't think that the students use it that much with the exception of the Phys. Ed. majors. Other than that I don't think so because we haven't got any internal sports going. Like at the beginning of the school year they have a colleges sports commission where they set up a golf tournament and all the colleges send a team in. Well, this is open for anybody. Usually the Phys. Ed majors don't go for that. It's other people who make it up. And then they have another tournament where they have many things, like badminton, curling, bowling, wrestling, and then again it is general people who go to it. When the hockey was here (we don't have hockey any more) it was the Phys. Ed. people that went to that.

Okay, what about other sorts of leisure time activities, special interest groups and clubs, for example the Drama Club, Music Appreciation Club and this sort of thing?

As I say, I don't know if there are any of these things going. When I had just started with the Yearbook we started the practice of going around to see if there were very many clubs started. I think that one of the problems is advertising. I've never heard of these clubs starting. What they do is put them up on the bulletin board, and you're supposed to go by and look at that bulletin board. When you're in classes and running around, or even when you want to go into the cafeteria and sit down and have a cup of coffee or something, you don't go by the bulletin boards to look all the time. I think that all the clubs that start up should be announced at noontimes to make sure that everybody knows that they're available.

Okay. Well, the next thing then is this list of basic human needs. I'd just like you to read through these and see if there's something that you feel is a particular need of yours -- something that we've not yet discussed, a need that is not being satisfied.

Most of these things are just done on your own. The institution just doesn't do anything about them.

A lot of them are concerned with an attitude of independence on the part of the student.

Yes. This one for excluding people, I guess that would fit into the Phys. Ed. deal?

Well, this just refers to the basic human tendency to form small groups and exclude a lot of people.

Well, I think the Phys. Ed. Department is trying to get the general people to take these things up, but I don't think they are aware of what really is happening between the students in the Phys. Ed. Department and the students here. I don't think we have the problem here that they would in a larger institution in Calgary or Edmonton, because the student-teacher relationship is quite good. Here the students often sit down at the same table with the professors and talk things out, laughing and having a good time. Whereas, from what I've heard in the larger institutions the professors are totally away from the students and I don't agree with that at all. That's one thing that I'm a little worried about when I go on because I think that's an important part of college life. Especially if I need help in one of my courses, and I have to go line up to see one of my professors because he's got 250 kids in his classroom all trying to get his help.

All the instructors here are available?

Oh, yes. Anytime. If you go down there, there may just be one person there and you just have to wait five minutes. No trouble at all. That's one thing I like about this college because I'm not that smart and I need help. Another thing, I don't think that the attitude of a lot of students is the same in larger institutions as it is here.

In what way?

Well, it's sort of like when you get to a bigger city and you're walking downtown, nobody's interested in you. They couldn't care less whether you're lying on the sidewalk dead, or not. This is my impression of a big city, whereas here you just fall down and there's someone to help you up.

It's much more personal.

Right. So it's a lot more friendly at a smaller institution.

Do you have any other comments to make about the institution?

I don't think so. You're just talking about the institution helping?

Encouraging these needs of the students.

I think that generally they do. Sometimes they're not aware of what is going on.

Well, if I could just sort of sum up I would like you to tell me what are the areas that are most in need of improvement here...what things would you like to see changed (if anything)?

Well, the things I would like to see changed it's almost impossible.... or it would take a long time and anything that I could say here I don't think would change it. Like I feel that the program that I'm in doesn't fit my needs in some ways. Like the courses that I've taken so far that really help me to understand people, the people that I've got to teach, were the Educations Foundation Course, the Education Administration Course, this last part of Education Psychology. I don't really think English is going to help me - my English course. The things that I really think are important are the major subjects. You have to be able to get it across, I agree with that but I think a new teacher can take all these courses that they feel are necessary and can go out and still can't get it across. So I think experience is one of the key things.

Would you like to see more practical work in education courses?

Yes. I would like to see more education courses in the education field. You have to have two social sciences in a year, I mean in a semester. Well, I don't see any value in them for a teacher.

So you want to take more to enable you to be a good teacher?

Right. Broadening my scope of the world around me is fine, but I think I can still do this after I become a teacher. What I would like to see is more courses in your major. Like your minimum is two major courses for one year, and I think there should be more than that -- after all, that's only two courses out of the ten that are required.

Can you suggest any other changes?

Here? In this college?

Yes.

I don't think so because anything I say about this college would be more or less against the administration, and although I'm really peeved at their attitude towards us and the community, I can see their point because they have to show a nice face towards the community. But I think that they're going a little bit overboard. As far as the facilities at this college, the counsellors, library, the gymnasium -- we've got an auxiliary gymnasium, we've got ping pong tables if the students want to use them -- I think they're all adequate, the professors are generally adequate....I think this institution is really good.

Can I ask you then to tell me what you think are the very best features of the college?

Of the college? For me it's one thing, for another it might be a different thing, or it will be a different thing naturally. For me it's the professor-student relationship, which I feel is really good. I have trouble with my courses so I like to know that I can go to see them at any time and get help, and they won't be busy. I think that one of the main things that's happening in the larger institutions that should never happen is allowing

250 students to take one class because that is totally unreal. Anything that you get out of that course to me you have to do on your own, and I don't think that that's the function of an institution of learning. I think the professors are there to teach, and I don't think that if you're one of 250 people you're going to learn.

Yes. It would make learning difficult.

I think my largest class is 20 or 25 students.

Well, I think that's about it unless there's something you'd like to add.

No,I think that's about it.

Okay, thanks very much for your time. It's really been a help.

Okay, thank you.

LETHBRIDGE

#103 Lethbridge

The first question I would like to ask you then, is what type of a program are you registered in now?

Right now? Well, first I took Business Administration, year one. Now I'm majoring in Hotel - Motel Management.

And what do you plan to do when you're finished with this program?

I'm not quite sure yet. I might transfer down to one of the States colleges, or if they have the second year here, I'll stay here for one more year, or else just find work in a hotel.

Is the Hotel-Motel Management a two year program?

Well, in the calendar that they put out it was. But now they're having some second thoughts about exactly what's going on. But they say there might not be a second year. It's an entirely new course. They just started it this year.

So you're really not sure what's going to happen. Can you give me a general idea what your reasons were firstly for coming to this college, and secondly for entering this particular program?

Firstly, for coming here it's mainly because it's close to where I live. I was going to go into business anyway. And this program they had here is quite good - it's well known. Then I talked to quite a few people who came here and they said they had learned a lot from it. And I live in Coaldale, and that's only eight miles away from here. So it's close to home, and I can live at home with my parents. And the reason I took this course is it's a field that always seems to be growing. I know that if I can get into it it will be a career for my whole life. The hospitality industry is growing all the time. There's more people, more tourists, and I think there's a lot of money in this line, that's why I took it.

Why did you decide get further education rather than going directly into the labor force?

Well, I think my parents had a great influence in that. They are not exactly what you would call strict parents, and they don't say I have to go to school, but they are the ones who pointed out to me what the good points are and what the bad points are; and I know what they are myself, so I didn't think I would get anywhere just going to work on the labor force, so I came to school.

And why a college rather than a university?

Well, the reason for that is that in school I started on a matric program, but there was one course that I didn't get, so I didn't get my matriculation. I could have gone back for the one course, but I would have wasted half a year, you see. This way I can transfer to a state college and get the same thing. I know I can't transfer to a Canadian university, but it seems to be easier going to the States anyway. That's what they say from this college; they've had pretty good relations with collegesin the United States.

Being very close to the border, I think helps.

Probably one of the reasons, yes.

Did you receive any other kind of counselling, other than the advice from your parents before you decided to come here?

No. Well, at school we had a guidance counsellor, and I talked to him quite a few times. I took these tests; I don't actually know how much they're worth - the types where you are asked a bunch of questions...

The aptitude tests.

Yes. And mine pointed out I was kind of good for business. And I was taking accounting and business law and courses like that in school. I was really interested, and still am.

Good. What about career planning, or vocational guidance counselling, and information on what you can expect when you do get a job, and where to find a job, specifically guidance counselling here. Have you looked into that at all?

Well, I haven't looked into it here, no. I haven't talked to these counsellors down here. But I know I can always come back here and ask them if I find I have problems getting a job, or something.

Do you find that in your courses here you're getting information on what you can expect on your job situation, what sorts of things they will expect of you?

Well, it's a good course. There's a certain amount that books can't teach you, like for example about people. Books can only teach you theory, but I think it's helped me a lot. I'll be better off than the average person who just went into it say just off the street. Anyone from the Hotel-Motel Management course would have a better chance.

Okay. Well, let's look a little more specifically then, at your courses. Do you feel that you're getting what you wanted to get out of your courses?

Well, like I said, this is the first year that they've had this course, so I didn't really know what to expect. For example in the first year, when I took business, I kind of knew what was coming - what the courses were like and what they taught. But this course here sort of - I didn't know anything about it. Well, it surprised me in some ways. In other ways it seems to be fairly well what I thought it would be.

Do you feel you're getting what you need?

Well, not actually from this one-year course. It doesn't actually teach me exactly what I need. But it's given me the basic idea. It's sort of the run of the field. You're sort of going over everything. It gives you the basic ideas of what it's like. I think it's given me what I need.

Okay. How do you feel about your instructors?

Well, I think the instructors are doing a great job. Actually they seem to help you in every way they can. There's nobody who knocks you down or anything like that. They're always trying to help you or give you any assistance that you need. You can talk with them any time that you want, if you're having problems in the course. They're glad to see you, and glad to help you out.

Do you find that your instructors are generally good teachers?

Yes. I think they are. Very good teachers.

Okay. What about the auxiliary services that go along with your courses - things like labs or practical work - the library, field work, these sorts of things.

Well, in this course, we're supposed to go to school in the morning and during the afternoon we're supposed to have practical work experience in a hotel. They talked to these hotel managers here in town and there seems to be a little bit of skepticism among the managers. And it didn't come through. We were supposed to work, but we aren't. But I found myself a job at one of the hotels here in town by myself, and I'm working two nights a week. So I'm getting myself a little bit of experience out of it, anyway.

But it's not really connected with the college.

No, it's not connected with the college. The instructor told me about a job being offered so I went and applied for it, and got it. And there's a few others who are working in hotels, just by themselves. They went over and talked to the manager, and got hired.

But this isn't something that the college arranges, or requires?

They were supposed to arrange it, but something happened that they didnt. It's not required, no. Well, we went on a few field trips; we went to some of the packing plants here in town to see how they butchered meat - that has something to do with one of the courses we're taking - the cuts of beef, and pork and so on.

Do you find these sorts of things, and field work are valuable?

Oh, I think they're very valuable. This practical work here at the hotel, I think I've gotten a lot more out of it than some of the other students that are entered in the same course. I think it helps a great deal. I kind of wish that we could have had these work-outs arranged, and everybody would be doing it. Because I know it's helping me.

What about the library?

Well, the library, as far as we're concerned doesn't have much to offer. There's hardly any books that have anything to do with hotels and motels. There are a lot of books on management and stuff like that, but I know for sure there isn't much on hotels and motels.

So this is something that should be included?

Yes.

Do you find that the library is a good place to study?

Well, I've never used it to study, so I don't actually know. Oh, I see students studying in there. Whether they are actually studying or not, I don't know. There are always people shuffling by, and the noise in there, you know it could distract a person. I don't study in the library myself.

Where do you do your studying?

Well, I either do it at home, or if there is an empty classroom here I do it here. There is always an empty classroom where you can go in and study by yourself.

Good. How do your instructors arrive at a final grade in a course, taking into consideration your term work plus the final exam?

Well, I'm not actually too clear on this. I've tried to find out from some of them, but everyone has his own method. For example, in one course there's a lot of case work and a lot of group - in the class there's always a lot of students involved in a group - and I guess he sort of judges by how the group acts, how they act toward a certain question, and also on the results they come up with. There's always a few papers that you have to write, but I think it's pretty fair the way they end up.

Okay, good. Well, let's look at student government, then - student participation in the democratic process, that is students having a say in decisions that effect the entire institution. First of all can you just tell me what you feel should be the function of the students' union. What should they be doing?

Well, I feel that the function should be to work together with the board, of the directors of the college, and not against them, or discrepancies or anything - they should work together to help the students to find out what's going on, and there should be good communication between the students and the student council, so that none of them are walking around and one guy says, "Well, there's a dance on Friday." And the other guy says, "Well, I never heard about it.", or something like that. That's what I think.

Do you feel that your students' union is fulfilling this function here?

Yes, I think they have for the last year and a half that I've been here. I think that they've really improved a lot. I personally know the president, and several of us we kind of told him to take it up. He's an older person, not one of the younger students. I think he's helped a lot. Maybe that's what they should have had a long time ago - somebody older who knows a little bit more, maybe. I think it's greatly improved; all the students I've talked to like it. They keep asking us for advice. They always tell you when there's a conference or convention going on and ask us why we don't come and give them our views - the whole student body, they're always willing to be able to get some advice or ideas from the student body. They don't just come through themselves and say 'we're going to do this or we're -going to do that, and we don't care what anybody else says about it, that's what we're going to do'. They like to have other people involved to give them ideas. And I think that's real good.

Is there a fair amount of student participation then, amongst students in general?

Well, they're always looking for more student participation, but I think there has been a greater amount. But I think they're still looking for more. I myself don't actually participate that much in it. Maybe it's wrong of me. Probably other students feel the same way. But there's always some who don't care. I care a great deal, but I just don't have the time, or maybe it's the initiative to get involved with the student council.

Do you think the students' council should also be serving a function in the community between the administration and the student body as a whole, sort of as a middleman?

Yes, I think they should. Anything that's got to do with administration and the student body, everybody should know about it and I think they should act as the middleman in a two-way communication.

Do you think that they are doing that?

Yes, I think they are - I think they are doing a great job -this year.

What about channels for expressing students' concern?

Well, there is not that many channels you have to go through. You just walk down to the student council office and tell them what you think, and they'll say "Well, next time we have a meeting, just come over and tell us what you think, and we'll try to help you out if we can, and we'll talk to the administration about it." They try to do everything possible.

Do you feel that this results in action?

Oh, yes. Well, that's one of the best ways to get action I think. There's no use keeping something inside of you that you don't agree with and expect something to be done about it. The only way they're going to know about it is if you tell them, and then they'll go to work on it. It's getting a lot of action -- some of the students are getting a lot of action.

You'd seem then to be quite satisfied with the way the student council is running things here?

I really like the way they're doing it - they're running it pretty well.

Okay. What about sports and recreation, then? First of all for sports, can you comment on the facilities here for not necessarily organized sports, say in terms of space, equipment and time.

Well, I don't know if I should, actually. Myself, I'm not involved in any of the sports. I don't know if this is what you want, but they have courses that they offer where a person can take karate, swimming. I think they have the facilities, they have a big enough gymnasium. As far as the equipment is concerned, I think there is enough - I don't think they're short or having problems with equipment, or anything.

So it would seem to be quite adequate. Are these courses that you were talking about, are they things that are offered during the day time?

Yes. They are. If you have a spare class, say from 10:00 to 11:00 or something, you might look on the schedule, and see if there's something you might like to take as a sports course or for exercise or whatever it might be, or just for your own personal pleasure.

Oh, that sounds good. What about other sorts of leisure or spare time activities - say special interest groups or clubs?

There are a lot of clubs that you can join to get involved. I think they have a lot of activities going on for students in their spare time during the noon hours and things like that.

Okay, then the next thing on this list is a list of basic human needs, and what I would like you to do is just to read through them and see if there is anything on that list that is perhaps a need of yours that you feel is not being met, if it's something that we haven't discussed yet. Some of them are kind of vague, and if you want any clarification on them please ask me.

Some of these aren't actually what you'd call......, they're supposed to help you achieve, I mean...

Well, some of them have to do with encouraging an attitude on the part of the student, not really an attitude - a feeling of independence.

Well, it says to encourage action on the part of the student to help achieve these needs; and then it's got snubbing, or ignoring or excluding other people. They wouldn't actually encourage that, or is that actually what it means?

No, not really, in that particular case. This just happens to be a sort of basic human need. People tend to form small groups and not really exclude people from them, but keep to their own groups; exclude them in a way, but not totally exclude them - if that makes any sense. Forming cliques -

What do you mean by analyzing, discriminating, defining and synthesizing information?

Well, that's sort of taking everything that you're getting out of the college, not just what you're getting from your courses, but also from your social experiences with other people, and just putting it altogether into a coherent whole - having it all fit together, and being related. Do you feel that any of these are needs of yours that are not being met?

What about this one 'refusing to admit defeat'?

That's not letting one small failure get you down and turn you off on the whole thing.

I don't actually see that it's a need. I mean it's happened, but I've always been talked out of it. I've seen teachers and they've always said, "Well, just keep going at it and try harder." Things like that. Other than that, I don't think any of these is one of my needs.

Okay, well if I can just get you to sum up then, and tell me what you feel are the areas that are most in need of improvement here - what things would you like to see changed?

Is this as a whole? You're not just talking about the course, are you?

No. The whole thing, the cafeteria, the residence, the teachers, or just anything.

Well, the cafeteria is one I think that needs a lot of changes. I believe that they're charging too much for their food. And I think it's a proven fact that this college charges one of the highest rates for food than any other college in Alberta, even Edmonton, I believe. And in this new year they raised their prices again 10% to 12%. The service isn't that good either. You ask anyone and they'll tell you the same thing. You can go in there and you can wait for fifteen minutes before somebody even bats an eye and sees you there ... even if you're going in just for a coffee. Other than that -- well some of the food might not be too good either. I don't actually eat there much; I just go in there for coffee or something like that. But their service has to be improved, and I think their prices have to go down, or else improve the quality of their food, one or the other.

I was in there at lunch time, and I noticed that it was very crowded.

Well, it is now because we got a bunch of new students in this semester. It was crowded too, last year, when we had university here. The university students would come down here and you might not even be able to find a seat at the noon hour. But then they went out to the new university, and attendance here went down; there was only the college students left. This semester they got this "pep" program, there are more new students, and it is kind of crowded. I don't go in there at twelve o'clock because I have a class at twelve. I go in after one, and there is a lot of space left.

So you are saying that the cafeteria service could be improved?

Yes. Apart from that I think the college seems to be satisfying my needs. Otherwise I wouldn't be going here. I think it's generally good as a whole.

Okay, well I'll just turn that question around then, and ask you what you think are the best aspects of the college.

Well, for one thing, I think that the students' council is doing a good job. Actually I think it's tremendous what they're doing for us, letting us know everything that's going on; giving us the behind-the-curtain scene. They're not just giving us the good points. They're giving us the bad points and what we can do as students to help improve the college as a whole. I think the instructors are well informed, they do a good job in teaching us and they help us out in any way they can. There are a lot of activities for students who have spare time. If we have time between classes we can go to relax or enjoy ourselves, or go to the library and things like that. I think it's generally good.

Okay, great. I think that's about it then, unless there's something more you'd like to add.

RED DEER

RED DEER

First of all I'll ask what type of program are you in?

I'm in my first year of science.

What do you plan to do when you finish at the College here?

This year?

No, when you've finished everything you'll be doing at the College.

I don't know yet. I figured I'd take a general first year and just feel out the course, and find out what I was most interested in and then I could decide after that.

But so far you haven't found out?

No.

Okay. Can you give me a very general idea what your reasons were for coming to this college?

Well, one of them was I'm from around Red Deer here, and it's a lot cheaper than going to a larger University. My brother-in-law suggested that it would be a good idea to go to a small college where the instructors have more time to spend with individual students. And it turns out that that's a pretty good idea.

Is this why you decided to come to a College rather than going to a University?

Yes. Pretty well.

Why did you decide to continue with your education rather than get a job?

Well, I didn't figure that I could get a high enough paying job, the kind that I'd want, with just my grade twelve. I took a break for a year after I got my grade twelve, and worked around, and the type of jobs I could get

I didn't really like, so I figured I'd come back and further my education, and get a better job.

Okay. Did you receive any counselling before you decided to come here?

Do you mean professional counselling?

Or even just advice from friends or family?

Yes. Like I said, I talked to my brother-in-law, and other friends who had come here advised me not to, but I thought I'd see what it was like for myself. But other than that I didn't really have any counselling.

Since you've been here, have you had occasion to look into vocational guidance counselling or information on other programs that you could go into; where to find a job, what to expect in a job situation?

No I haven't.

Have you felt the need for this sort of information?

I think it would be very good if they did have it here, because I think there are a lot of students like myself who really don't know why, or what their education is going lead them to.

Do you feel that this information is just generally not available, or have you just not found it yet?

I haven't actually done that much searching for it. I don't know if it's available or not.

Okay. Well, let's look a little more closely at your program. Can you tell me first of all just generally how you feel about your courses and your instructors?

Well, the majority of instructors are okay. They try pretty hard to make sure you're understanding everything. As for some of the courses, some of the English courses -- I'm not too crazy about them. I don't see the reasoning behind why a Science student should have to take two full-year Arts courses. I don't think it benefits them that much. I think they just take them because they have to have them, not that it's going to benefit them at all.

And so they're probably not very interested in them, either.

Yes, that's right.

Generally do you find that your instructors are good teachers?

The majority of them are. I've only had two instructors that I wasn't very pleased with. One of them was a Math instructor here. I think the problem there was that I had difficulty understanding him. Like he's Chinese, and he speaks with a very heavy accent. Math wasn't my good subject anyway, and so it just blew the whole course for me. The other was an English instructor, we just didn't get along too well.

Okay, can you comment then on the auxiliary courses connected with your course - things like labs, the library or field work - these sorts of things?

I think the labs are very good here. We certainly have a good amount of equipment here, and it is new equipment.

Do you find that the labs are valuable to you?

Yes, I think so. It gives you a greater insight into what you are learning, and it is helpful.

Okay, what about the library then? Do you find first of all that the library is a good place to do research?

Well, in this particular instance, at Red Deer College, I don't think it is. Because they're doing all that construction in there. And you go in, and you're really fogged about something, and you try and research, and try and grasp these concepts. Then someone starts drilling the concrete down, and there's enough distraction with just people being in there.

So, the information is there, but it's very difficult to make use of.

Right.

Would you say, then, that the library is probably not a good place to study?

No. It really isn't. It's far too noisy in there to try to concentrate to any great degree.

Are there study areas, other than the library?

Not really. The only other place you could study is at home, or possibly if you could find an empty classroom. I don't think there should be need for any other study areas, other than the library -- if you could study in the library.

Okay. Can you tell me a bit about the grading system here - how your instructors tend to allocate grades - taking into consideration your term work as well as a final exam, if there is one?

Do you mean the percentage distribution?

Yes.

Well, I think the majority of the mark is assigned through the year, like for assignments and things like that. A large portion of the mark is determined by the exams. One thing I find that is somewhat funny up here is that the instructors don't all assign marks the same way. Like some instructors will just give you an assignment or test or something, and whatever you get on their scale, is your mark. Whereas other ones will scale the marks according to the rest of the students, which I feel is a better method because it shows...

It shows where you stand in relation to the class...

Yes, it shows whether or not it is the profs. fault for not getting the knowledge across to the students.

Just generally, then, do you feel that you are getting out of your courses what you wanted to get out of them?

The majority of the courses, I feel are pretty good that way.

Okay. Well, let's look at the area that is student government -- student participation in the democratic process -- can you tell me first of all what you feel should be the function of the students' union in a College like this?

Well, I think it should work integrally with the administration and government and College, because the students' union really knows what the students' problems are, and where the difficulties are that are arising; and this way they can help the administrators to get rid of those problems. As it stands we're not getting all that much cooperation here from the administration, although we do have a good student government here. Maybe I'm biased - I'm on the association myself.

Okay. You see then that the major funcion of the students' union should be that of communicating, then, between the administration and the student body?

Yes. And more or less assisting the administration to do the job.

Yes. What about channels for expressing students' complaints.

Well, up to a level, they're okay. Students can come to their representatives, or anybody on council, and tell them their problems, and it will be brought to council. We talk it over, and then it's put up to the College Council but it seems to block after there, because everything has to go through Dr. --- to get to the Board, and if he feels that this shouldn't reach the Board -- well, then 'I'll just forget it', or something like that, or color it to his idea.

So that you feel that generally, this is not very effective, then.

Not really.

Do you feel that generally the administration and the faculty are open to feedback or criticism from students?

Well, I feel that the majority of the faculty is, but not so much the administration.

So that's where the major problem lies?

Right.

Okay. Would you see then, that the students' union should also be fulfilling some kind of a social function - that of arranging leisure time activities, or extra-curricular things?

Yes, I think they should do that, and we do try to get these activities going, but the trouble up here is apathy. A lot of people, once they leave the College, just want to forget about it.

So most of the students, then, would seem to find their extra-curricular things outside of the school?

Yes. I think a lot of it comes from the lowering of the legal age. Nowadays most of the people just spend their evenings in the bars or cabarets. Most of the functions that we've had up here this winter have been very well-attended, and I don't know of any losing money.....

What about the ones without liquor?

Well, it depends on the function. Like the major functions such as the Dance, are always well-attended. I don't think it would make any difference if they did have liquor. There are some problems - people just don't know how to compromise - that might be one of the problems.

So getting this information to the students might be a problem?

Well, it's no big problem if you know how to do it, but I'm just thinking that there was one instance where the dance was a complete "flop" because the students didn't know about it. The posters went up two days before the dance, which is just not a good way to advertise.

Well, let's look a little more closely then at this whole area of sports and recreation. First of all for sports, can you comment on the facilities here in terms of space, equipment and time, for(not necessarily organized) team sports?

Well, it's generally pretty good. We have a large amount of equipment, and it is made available to the students. There are "drop in" periods all through the week. So I think we're okay in that area. The organized sports are also quite good. There is inter-mural (something) going on all the time, so that if any person wishes to participate in a team sport they can do so.

So there would seem, then, to be no problem in this area?

No, I don't think so.

Okay. Well, what about other sorts of leisure time activities like special interest groups or clubs.

There again, I believe we have a large variety of these also. That brings us back to the 'apathy' thing. They're there, but not too many people use them. I don't know what their reasons are. I think they just couldn't-care-less.

Well, if I can just get you to summarise then, I'll ask you to tell me what you feel are the areas that are most in need of improvement -- what things would you like to see changed?

One thing I can think of is the form of communication up in the high levels with administration. We tried to get the administration to stop construction on the library during mid-terms, and we might as well have been whistling to the wind, because they just completely ignored us on that. Now I think that it was very poor planning that this construction should have started just when we were right into mid-terms.

Are there any other things that you can think of that could be improved?

Like in any field, do you mean?

Yes.

Well, I feel that we could use a few more calculators. I find they're very helpful when you're doing problems, but they're not always available. There's one in the lab, but that's usually being used by someone working in the lab. We have a calculator room, but often there are classes in there, and you can't get in to them. Now, if we had one room set aside all the time, where you could go in and use the calculators, I think it would really help the Science students, and the Math students. Other than that, I don't think there's too much.

Okay, I'll turn the question around then, and ask you to tell me what you feel are the best features of the College.

That's a hard one. I think generally it's a pretty good college. I can't say exactly what are the best features -- I think we have a lot of good features here.

For example?

Well, the labs and lab equipment. We do have a good amount of material in the library. The facilities for out-of-class help are very good. You can usually find an instructor in whatever subject you need help with, outside of the classroom, and also find that they have the time to spend with you. That is one of the best facilities here, I think.

Okay, well I think that's about it then, unless there is something more you would like to add.

RED DEER

The first thing that I'd like to ask you then is what type of a program are you in?

Bachelor of Physical Education.

What do you plan to do when you've finished at the College here?

I plan to go to the U. of A.

Can you give me a very general idea of what your reasons were for first of all coming to this College, and secondly for choosing the particular program you are in?

Well, I can stay at home - it was cheaper.

And why did you choose Phys. Ed.?

I've sort of been oriented that way all my life, I guess. I just haven't found any other interest right at the moment.

Why particularly did you decide to come to the College, rather than to go directly to a University?

Mostly because it was close to home.

And what made you decide to continue with your education rather than go directly to work?

That's a good question. I don't really know. I sort of decided that I'd like to be a teacher, and that I'd like to teach Phys. Ed., and that's about the only way I could do it, I guess.

Did you receive any kind of counselling before you decided on your program?

As far as highschool was concerned? No. I saw a counsellor once before I came - while I was registering, and that's about all. And that's sort of a sore spot; counsellors give you "bla, bla, bla", but they don't really as far as what's best for an individual, you know. I don't think that a kid coming out of highschool really knows if he should take science options or arts options, and interest isn't that indicative of how well you'll do in the course. I did better in highschool in Science courses and Arts courses, but it seems completely reversed now. I don't know, maybe my interests have just changed.

So you feel you could have used a little more help then, deciding what to do.

Yes. I think there's sort of a stigma around counsellors - they are supposed to be there to help you, but in my case anyway, I didn't get the type of personal help I expected, maybe.

Well, since you've been here, have you had occasion to look into other sorts of counselling, for example vocational guidance counselling and information on other programs you might go into, and where to get a job, what to expect in the job situation?

Not really. It's just never occurred to me, I guess. I've had the same summer job the last two years, and I just decided that I didn't think there was any future in it. Or if there was I should have done it two years ago, instead of now. I really haven't looked any other place.

Have you not felt the need for this sort of thing?

I think at any one time you always are wondering 'well, am I in the right field', but I don't really think you can say. Phys. Ed. has changed in perspective so much for me. I used to participate quite a bit, but now I have very little participation. The interest in it has changed. When you watch a hockey game, or something, you look at style, skating technique, and things that you'd never pick up before.

So you really have changed your whole perspective on sports? Okay, well let's look a little more closely at your program. Can you tell me just generally then, first of all how you feel about your courses and your instructors?

As far as the Phys. Ed. program is concerned, I think it's adequate. I think that any instructor that I've run into is conscientious and they work real hard. They're concerned about students, and that's actually what I expect from an instructor, especially in the Phys. Ed. course. As far as instructor/student relationship is concerned, I think I have a very good relationship. They are available when I want ot see them, if I make the effort to try to see them.

Which of course has to be on your own initiative.

Oh, yes. Naturally.

Okay, what about auxiliary services connected with your courses - things like labs or practical work, the library, field work, these sorts of things?

Well, the library is inadequate as far as I'm concerned. There's lots of material, but the library is just not equipped to handle things, the resources just aren't there. As far as personnel -- this year more than last year it seems -- it's a very impersonal atmosphere. To me, that's a bad thing.

Do you find that the library is a good place to study?

It depends. If you happen to hit the time when everybody else has gone home for supper, it's a good place to study. This year it's too crowded and too noisy, there's no doubt about that.

Are there, then, study areas other than the library?

There have been two rooms set aside for study. Personally, I've never used them, and I don't intend to. I haven't heard any comments -- well, it came up before the College Council, and I was involved in it then, and I haven't heard any more since. I find myself going to the cafeteria, and the Students' Council office, or the library.

Okay. Do you have any sort of lab or practical work in connection with your courses?

Not presently. I don't have any labs.

Do you feel that this sort of thing generally is valuable to a student in helping him to learn?

Availability of equipment as far as Phys. Ed. students are concerned is important, and allocation. If you want to participate in an activity, it's kind of hard to work your time in sometimes. I have a lot of free time because I'm only taking three courses this year. But for other individuals it's kind of rough. I think with the expansion of the College it will be better next year.

Okay, can you comment a bit on the grading system here, then; how your instructors tend to allocate grades taking into consideration your term work as well as a final exam.

Most of our final mark is based on term work. It's usually broken down on an outline sheet at the beginning of the year. I think in most courses it run about 20-30, 30-20 -- the 20 being for the final. So I think the heavier emphasis is on the term work.

Do you agree with this sort of system?

Yes. At Christmas time when I wrote my exams, for instance, I was sick, and I shouldn't have written. So -it will make quite a difference as far as I'm concerned. If it was all based on the final, you'd have no chance. There are opportunities to write special exams, generally, but I just didn't take the opportunity.

Just in general, then, do you feel that you are getting out of your program what you wanted to get out of it?

As far as the Phys. Ed. program goes, yes, I think it's being very worthwhile. Some of the other courses I feel are not doing me that much good. I find

My interpretation, especially this year, is 'mis-communication'. Lots of times it's slanted because of biases of the individuals. Kids come here and they sort of sit in their own little world; or else they're involved in council, and it becomes very cliquish. Like someone has sort of bragged around, "Oh, we've got three members sitting on the executive, and five Phys. Ed. people." So there is definite lack of communication especially from the faculty -- it's not too strong this year. You call a faculty meeting for 120 and 8 people show up -- that's not really communication, except when they get excited, and then everybody seems to know everything.

What are the channels for expressing students' complaints?

Official channels? I think that the first thing students should do is see their instructor. Most of it can be handled there. If not, the instructor can go to the head of the department. He can go to the President of the College, and to the Board, as an individual. When I have seen counsellors about a problem, one of the first things they'll say is "Did you talk to an instructor?" I don't think most students do this. I think they sit back and still have that highschool attitude (I don't mean the instructors feel this way, but the students do) -- there's a little tendency towards reserve there.

Sort of afraid to go to their instructor with a complaint?

Yes, I think so, especially a personal problem that you might have with an instructor. Lots of times it's just from a misunderstanding.

Do you feel that generally the administration and the faculty are open to this sort of feedback, or criticism from students?

Well, the way the College is set up, through College Council, there's definitely a certain amount of feedback against all three bodies. I think the communication between faculty and students is the best.

that I'm just not interested in what I'm taking, and yet to complete my program I have to take courses to fill in. I can see how it broadens your outlook, but I don't think it's imperative.

And perhaps not especially valuable for you?

Well, I think it's all in how you look at it as far as a career is concerned; I don't think it will have that much influence, because most of the teaching at most of the highschools is strictly Phys. Ed. Most of the instructors supervise study periods, that sort of thing. I'm interested in counselling, and as far as I'm concerned the psychology courses and so forth that I've taken in this institute just aren't -- you know -- I just don't seem to be heading in that direction.

Let's move now into the area of student government. I take it that you are on the student government?

Well, actually this year I'm not as active as I have been. I'm an assistant to the vice-president, and I'm sort of more of a joe boy this year than I have been in the past. But I find I can get as much done, things I want done, that way, as I can by being an official member of council.

Can you tell me then, what you feel should be the function of a students' union in a College like this.

Actually, I think the social life of the College is one of the most important things for a students' council. It should take first place, as far as I'm concerned, especially in this institute because students are only here for two years. Future planning, and such like are secondary, as far as I'm concerned.

Well, do you see the students' union as serving some kind of a function of communication between the administration and the student body as a whole?

And between administration and students?

Well, less so. Because of the nature of the relationship. The administration has to run the institute and there are certain rules that have to be adhered to, and they dispense the rules. There are certain individuals that do help more than they should, who do make an effort to help, and to bend some of the rules.

Let's look now at the area of sports and recreation. First of all for sports, can you comment on your facilities here in terms of space, equipment, and time?

Because we have only one gym, space becomes a problem because of the classes that go on there. The equipment is adequate. Naturally you'd like to see it better, but I think with the new addition to the building, it will be much better next year. As far as activities go, it depends on your calibre, if you're interested in just getting exercize, there is free time available, but with just one gym it is limited. As far as inter-murals are concerned, I think they have an exceptionally good program. I don't think enough students use it, and I think this is actually a communication problem, and maybe the scheduling this year is kind of bad -- it's after classes, and people have a tendency to want to go home. As far as inter-college activity - there is this certain number of individuals who seem to be involved in most of the activities. Naturally, it's up to the individual; if you really want to play basketball, the opportunity is there, and they look at you according to your ability. If not, you're cut, but there's lots of opportunity to pick it up in the inter-mural program.

Okay, what about other sorts of leisure time activities, then - say special interest groups, or clubs?

I don't know the exact number, but I know there's quite a few clubs this year, and I think it's rather good. The only club that's not running that we had last year is the Rodeo Club. They have chess and skiing, photography -

I think it's rather good.

If I can just get you to summarize then, I'll ask you to tell me what you feel are the areas that are most in need of improvement. What things would you like to see changed, if anything?

The library facilities are being improved, and I imagine they will be changed by next year. But they definitely do need to be. Otherwise, personally, I have no complaints. To a student who is taking a heavier load, the situation could be quite different, about study areas. The cafeteria facilities aren't adequate. Again this fits in with the building program, so it's just the physical make-up right now. But most of this should change next year.

Now I'll turn the question around, then, and ask you to tell me what you think are the best features of the College.

I'd say the informal atmosphere between instructors and students. I really feel that this is the best part of this College. I think the standards are adequately set. I've talked to a number of kids who are going to Calgary and Edmonton, and in my faculty the type of test we get, the level, as far as I'm concerned it's tougher than the courses that they take at the University.

So in general would you say that you are quite satisfied with the College and what you are getting out of it.

Let's put it this way: what I get out of it is the work I put into it. Now that's an individual thing. The opportunities to accomplish this, I think, are quite adequate.

That's about it, then unless there is something more you would like to add. Thanks very much for coming.

GRANT MACEWAN

Okay, then the first thing that I'd like to ask you is what type of a program are you in?

In the library technician program.

What stage of the program are you at now?

The second trimester - it's a four-trimester program.

What do you plan to do when you are finished with this program?

I want to work.

In a library?

I'd like to work in a special library, I think. I might change my mind before the end of the program, but I think I'd like to work in some sort of medical library.

Okay, can you give me a very general idea, then, of what your reasons were, first of all, for coming to this college, and secondly for choosing the particular program that you did?

I picked this particular College because I'd bought all the propaganda they gave us about the 'new philosophy', which I think is rapidly going down the drain. One of the reasons I picked it was because I didn't have to have any prerequisites; they would accept me as a mature student and I wouldn't have to go back to school for up-grading. What was the other part of your question?

Why did you choose the particular program that you did?

Oh, yes. Well, I had really wanted to go back to work. I was not trained for anything, and I had never really come across anything I particularly wanted to do. When I read the information in the newspaper about the library technician's course it sounded interesting; I have a daughter who is a librarian, and several friends who are librarians. I'm a great one for reading, and am especially interested in books, so I thought I would find the course interesting.

Can you explain what you meant at the first part of my question when you mentioned ' the new philosophy'.

Well, all the ads in the paper talk about the new school, the new concept, and the different type of instruction, and how they are going to try to accommodate the student and so on. And it just seems that thereare constantly new things coming up that are "whittling away" at the philosophy. A small example of this - attendance is voluntary, but we've been given to understand that they now are going to keep track of attendance. We've been given different reasons, and maybe it's all rumor, I don't know, (there are a lot of rumors go around the school) but the reason is, we've been told, that there are people here on Manpower or through Welfare or something like that, and they have to have records of attendance. I don't buy that. I think that if you're mature enough to pay your way through school, or if you're mature enough to be on a program, that you should be mature enough to decide whether you should attend all your classes. If you don't attend them, and you fail the course that's up to you too. If you're there on a Manpower sort of thing, they can make some sort of stipulation with the grant that you have to attend, or that if you fail the course you could be compelled to pay them back.

Are you trying to say then, that the freedom that you've been led to expect doesn't really exist?

I think that it's being "whittled away" at. I think it still exists, but that there is a real danger that it won't exist. That's just one little example. I can't think of another just off-hand, but it I do later on I'll mention it.

Did you receive any kind of counselling before you decided to come into the College?

Well, I did go down and talk to a counsellor at the office about which program I picked, because there was this one and the psycho-technician which I was also interested in. I didn't get as much information on that course as I wanted to because they didn't really have the outlined.

So were they both new programs?

Yes. And I couldn't really get the specific information I wanted. I would actually like to have known what was on the course, the books involved so that I would have had some idea of how much work was involved, and whether I could even do it or not.

Since you've been here, have you had any other occasion to look into any other types of help, and vocational guidance counselling - information on what you can expect in an actual job situation, where to get a jot - these sorts of things?

No, I haven't.

Do you feel that these things are available if you want to look at them?

I honestly don't know.

Well, let's look a little more closely then, at your program. First of all can you just tell me generally about how you feel about your courses and your instructors?

Well, the first trimester our courses (two in particular), officefprocedure and our library course, were not too good. The office procedure was through unfortunate circumstances - our instructor became ill and someone else had to fill in. He did a fantastic job, he worked hard; we were a month behind, because we were late getting started. We didn't get started until the 20th, and so I don't really feel that we got as much out of the course as the next group will. But, as I say, that was an unfortunate situation.

Why were you late in getting started?

Oh, well, the school didn't open until the 20th. So that we were then almost three weeks late starting. The library course - the library instructor feels that the course was badly planned - she stated right from the beginning that she didn't think the course was worth very much, and had a rather negative attitude about it. I feel now, in this trimester, that I did gain something from it, that I did learn some of the resources that were available to us that I didn't know about. I felt it could have been a much better course if the instructor had had some experience - I don't mean just teaching experience, but some preparation. She arrived back just the week before the classes were to start, so she didn't have in-service training, and I feel that in-service training is of great benefit. I did not like her attitude in the classroom; in fact I talked to Dr. Blank about it a couple of times. I was unhappy to the point of considering quitting, or considering changing programs.

Was this just this one particular course that was bothering you?

Yes. Just this one course. All the other instructors I felt really tried to carry out the type of philosophy that the College talked about. I don't know about this trimester she is teaching two of her classes in subjects that she is thoroughly familiar with, I gather, and so far I am not disliking the classes. I'm finding it much better. But I was very unhappy in the classes she taught before.

What about auxiliary services that go along with the courses - things like labs or practical work, the library, field work, these sorts of services?

We don't get practical work until our third and fourth trimesters. We have labs this trimester in our reference and bibliography course, and in our catalogue and classification course.

Have you done any of this work yet?

We've had labs, but they're not like a science lab. And we've been hampered by not having a classroom of our own so that we could have the books set up. Now we have been given a classroom of our own (or almost of our own). We've been really hampered in this library course by not having books available in the library.

So there is just not a big enough selection for you to work with?

Well, you see, when we started in September there weren't any books, and still our books aren't in.

Books on library science?

Yes, the type that we need for our course - even our textbooks are not in.

Oh, that makes it a little difficult then.

We've had to use the Cameron library and the Mead library, but there again we can go and use the books, but we can only borrow them through the college. That means it's a day before they get here, and you can only keep them out for five days, and you have to go back. I haven't even bothered trying to borrow them through the college.

How do you get your reference books, then?

Well, I've gone over to the University library for some, and I've gone to the public library; and our instructor has brought us books and has xeroxed some things for us. And she has borrowed books from the University library on her card.

Is the problem, then, that these books have been ordered, but they just haven't arrived?

Well, in the beginning - last trimester they hadn't even been ordered because the instructor wasn't here to order them. This trimester they've been ordered, but there has been some foul up and they haven't arrived.

Do you do any sort of field work - by this I mean going out into the community and seeing how things operate there, as well as bringing speakers into your classroom?

We've had guest speakers in our English courses, last trimester, and in our psychology course last trimester. We did some field work in office procedure. We had typing last trimester, and of course we didn't do any field work in that. In library we went to the University library on a couple of trips.

Do you find this sort of thing is valuable to you?

I'd like to see more field work.

Good. Can you tell me a bit about the grading system here, how your instructors tend to allocate grades, taking into account your term work as well as a final exam?

In our library course last trimester it was all based on assignments, and we handed in term papers. This trimester it's going to be on assignments, participation and on quizzes. Our English one was periodic evaluation; our psychology was multiple choice - two exams; typing was tests and assignments; office procedures it was on a manual that we did. The only thing I think about the grading system, I'm quite happy to have it not in percentages, but I would like to see four categories instead of three. There's too big a gap between complete and outstanding. I think perhaps you can be complete and you're pretty close to being outstanding without being outstanding. I also think you can be complete, but just barely complete. I think outstanding should be reserved for something really special, and I don't think it is reserved for that.

Do you generally feel, then, that you are getting out of your program what you wanted to get out of it?

I don't know. I'm not as happy at the college as I was when I came. I don't feel that the atmosphere is as free. I think I'll probably get the qualifications for a job. But as to being a 'new type of college', I don't feel that's quite as true as it was in the beginning.

Okay, well let's look at a slightly different area then - that of student government; student participation in the democratic process. Can you first of all tell me what you feel should be the function of a students' union, or student government in a college of this type? What sorts of things do you feel they should be doing?

Well, I'd like to see them doing more liason between students and faculty. I'd like to see them set up an evaluating structure. I'd like to see them doing something about maintaining the philosophy of the college as it was outlined in the beginning; complete inter-action between students and staff.

Do you find this is not so now?

I honestly don't know that much about the student government right now. I know that I discussed this with a couple of people on student government who didn't feel that this was being done. As I say, this was just a casual conversation with a couple of people involved in student government.

Do you feel that there is a bit of a problem in communication between the faculty and the students?

I think it's the administration probably, not the faculty. I have no beefs about the instructors. As I say, I was unhappy with one last year, but the other instructors have, I think, really tried to give all the help they possibly can. The administration, I don't know. We certainlyneed a new time table or something. The time table this term is absolutely drastic. We've had something like 5 to 8 changes in the time table. Yesterday I didn't have a class scheduled for 10:00 o'clock, but by the time we finished yesterday, I had a class scheduled for 10:00 o'clock. I think the time table is absolutely dreadful. I don't mean to sound as though I'm really beefing. I think what you want is the truth, not a whole bunch of wishy-washy.

Yes, that's right. You'd think they could get one, and stick to it, anyway.

Do you feel that the students' union should be filling some kind of a social function - providing activities for students in free time?

No, I don't.

Okay. Well, let's look at the area of sports and recreation, and extra-curricular activities. First of all for sports - are there any facilities here for sports, not necessarily organized sports, space, equipment and time?

There aren't any in the school to my knowledge, but I believe they use St. Alphon school.

What about other sorts of leisure time activities, special interest groups and clubs?

Well, we tried to get a library group going in the fall, but there wasn't enough interest. I am not interested in participating because I find that with the work required in my course plus my personal life I haven't any other time for involvements.

Do you tend to find most of your extra-curricular activities outside of the school?

Yes.

Okay. Well, if I can just get you to sum up and tell me what you feel are the areas most in need of improvement in the school - what things would you like to see changed, if anything?

I'd like to see really complete freedom between students and instructors, so that you are free to speak your mind completely, as you would relate to another individual, or to another student. I would like to see complete freedom this way so that there would be no fear of retaliation. I honestly don't see the need for a students' union, unless the students themselves decide they want this and 'get with it', because I gather from comments that they are not getting people to work in the students' union. To me this is an indication that when people range in age, as they do here, from eighteen to possibly sixty, that they may not need a students' union. But if the students really want it, they'll get behind it and do something about it. I would like it as it was set out in the President's address at the beginning, having the rules 'No drugs, no alcohol' - I'd like to see it stay like that, but there are no restrictions.

So in general you feel that the main problem is that the sort of philosophy that started the whole thing is not really in effect any more?

No, I didn't say it's not in effect; I would say it is becoming in danger of restrictions such as those in highschools. I just don't believe that this is necessary.

Well, to turn the last question around then, and ask you to tell me what you feel are the best features of the College.

It's size. I like it because it's small. In the bulk of our classes, I like the freedom of thought - open discussion with instructors and other students. I like the idea of little organized colleges in communities instead of one great massive structure. I like the idea of training for the job, and getting some experience at the job - which we will be getting - and which some of the others are already getting; going out into communities a couple of days a week, and actually working at your job - I think this is a very good arrangement - it give students some confidence, particularly people who have maybe been out of the labor field for a long time, it gives them a chance to be in a working situation before they actually go out to find a job.

I think that's just about it then, unless there is something else you would like to add.

No, I don't think so. I do want to say that I don't want to sound negative; I don't feel negative about the College, it's just that I care enough about it that I don't want to see it become one more big institution.

Thank you very much for your time.

The first thing I want to ask you is what type of program are you in?

Library technician.

What stage of the program are you at now?

Second trimester.

What do you plan to do when you're finished with this program?

The present one I'm in?

Yes.

Continue again in the fall. It's a two-year diploma course.

So when you're finished with your two years, what do you plan to do?

Hopefully, find a job.

In a library?

Yes. I'm more interested in a medical or industrial library. In our third trimester we begin our practical, and that might give me some indication of what resources there are, depending on where I get placed. I hope they'll alternate us - that we'll have some time in a public library, some in a school library, and some in a special library, which would include medical and industrial and would give us more of an idea what is involved. There is also the Legislative library.

Can you give me an idea just in general, what were your reasons, first of all for coming to this College, and secondly for choosing the particular program that you're in.

Well, first of all, I'm an X-ray technician, and there are no jobs available. I tried for a year. I am separated; I had to find a job to support myself and my son. Therefore I turned first to my profession and the supply is greater than the demand right now - there are twelve applicants for every job, and have been for more than a year. Mr. A.B.C., who is also an X-ray technician, told me that after waiting over a year there was no point in waiting any longer. Therefore I felt I had to be re-trained in something; there is no refresher course involved in radiography. I had read about this program in the Journal; it interested me and I thought because I'd always been interested in books and reading, I'd look into this and try another profession. So you chose the course before you chose the college. I really don't think it will be quite as exhausting as the X-ray field. You know you're not on you feet continuously from eight in the morning until five-thirty at night. I don't think I would have the patience to continue dealing with the public under such trying and exhausting circumstances now.

Why did you decide to come to this College rather than say, going into University?

Well, I suppose I wanted something that would put me into the working field sooner. Librarian I think is a three or four-year course....

It's one year after a general degree.

There was the money factor too; if you have to apply for a student loan, there is a limit on how much you can borrow. I had to consider that factor.

Did you receive any kind of counselling before you entered the program?

Oh, yes. I spoke to (I think) three counsellors at the administrative office. This was not actually my first choice. We had three choices.

My first was psycho-technician, because it would get me back into the medical field. Then I found out that this field, although it's predominantly female, they told me these women had two incomes coming in; they were concerned with furthering their education, not necessarily finding a job when they graduated. And this being a new field, the jobs are not ready for them; they still have to find a creative need for these people. My second choice was day-care worker, and there was a factor of age there; I found out they had more or less decided upon 25 as the age group. They felt that it would be difficult for an older woman to relate to the younger people and vice versa. I'm not having that problem - I'm having more difficulty relating to the people of my own age group than I am with the younger people. Also I have to consider salary, since I'm going to be a supporting parent, therefore I have to consider a field where financially I'll be able to do well, and in day-care they don't. They're going to graduate so many students, and they haven't got jobs.

So in general, then, you found your counselling quite helpful. Have you had occasion to look into other counselling since you came here - vocational guidance counselling.

No. I'm not interested in counselling. If I have any problems, I just go to the individual instructor.

What about information about what to expect when you enter the labor force? Where you can get a job?

Again, in speaking to the counsellors and to Dr. Blank (he was particularly helpful) - as far as job availability was concerned - this was a question that was uppermost in mind - I did not want to graduate and then not have a job; he said that they would create jobs for most of these programs, of course they would have to be worked out with the businesses and the institutions concerned, but they thought in two or three years theywwould iron out most of these difficulties, and this is why there were quite a few students in the field, in their second year. He told me that of the three choices I had made, library technician would have the greatest availability of jobs, even though it was a new field and they are training them in Calgary, and they have a college in Winnipeg that has been running for five years, and one in Thunder Bay. But they don't graduate that many students that the market is going to be overcrowded. Also I would have more freedom to travel;

I wouldn't have to stay in Edmonton, I could go to an outlying area - even to a different city.

And this appeals to you?

Oh, yes. My home is in Winnipeg; if I was able to obtain a job there, I would go there, or even to Calgary.

Let's look a little more closely at your program, then. First of all can you tell me just generally, how you feel about your courses and your instructors?

This year, as far as the library science course is concerned, I think it's going to be very beneficial. We're getting into the lab, and this is the only way we're going to learn - the practical instead of so much from a book. We have two library instructors - one was just hired this trimester. She seems very self-conscious, not having instructed before, and probably she goes too quickly; and she gives us a great deal of homework. We haven't been able to work this out yet. The other instructor, although there were some problems, they were mostly personality problems - I'm speaking just generally of the whole class, I'm not just referring to myself (I find I can go along with it), but there were communication barriers. I think these are all slowly being worked out, and her classes are very interesting.

Do you find your instructors are usually available at times other than class times to help students who are having a problem?

Well, I haven't encountered any of these yet.

You've talked a bit about practical work, and said that it's valuable. As another sort of auxiliary service, how do you find the library here?

I couldn't give you too definite an answer on that. The resource centre should have been equipped in September or October when our classes began, particularly for library and I suppose other programs too. We are using it now - I in particular am using it, but it's still inadequate. For example, I had to go to the Cameron library on Monday to look up books which are too expensive for this resource centre. Again, we'll have to go to the public library because they'll never be able to stock all the books that we'll need here.

Do you feel this is something that will be worked out in time?

Well, eventually they'll acquire more books, but they'll never have the volume or the selection that the public or Cameron library will have. I think we'll always have to do resource work at these other libraries. There has been a tie-up in our textbooks that we need for our lab courses, and these haven't even been obtained yet. There are ten volumes of one particular text that are now on reserve, and that's only one text. This is a little bad, on our program.

What about the grading system here, then? How do your instructors generally tend to allocate grades, taking your year's work and your final exam into consideration to arrive at a final grade?

Well, we had a choice last trimester of deciding whether we wanted a final exam or whether we'd be graded on class projects. We voted on the class projects, and the library instructor found out that we were having finals in some of our other subjects (this was not by choice). In psychology, for example we were told that this was the system. There was a multiple-choice exam half way through the year, and again at the end of the term, and this determined your mark - that's all there is to it - there's no term papers. And I think they're gradually getting away from the idea of too many class projects in library science. We're going to have these projects, mind you, but we're going to have periodic proofings. Whether or not we'll have a final exam - this hasn't been discussed.

But generally, you feel the grading system is quite fair, do you?

I would say so. I don't like multiple- choice questions such as we're getting in psychology. If the whole psychology department got together and worked something out that was fair to all the students (mind you, you'd never please them all - some would feel they could do better on a term exam, and some would feel they could do better on projects). It came to my attention that in Social Services they were graded on term papers in psychology they never had a final exam. We were told 'this is it; this is the way we do it', and to me multiple=choice exam is where I fall down. I scraped through that exam, I don't know what the mark was because you never know the mark, but I really felt that I had failed. I worried about it until I got my mark. It was a hard exam - too hard. Most of us felt it was on the University level.

Generally, then, would you say that you are getting out of your program what you expected or wanted to get out of it?

We will now. I'm speaking now of my Library major. You only get out of it what you put into it; you have to apply yourself. But I think with the labs, combined with the theory, we'll certainly acquire a great deal of knowledge.

Let's just move along, then into the area of student government, students' participation in the democratic process. First of all, can you tell me just generally what you feel should be the function of a students' union, or student government in a college of this kind?

I haven't really followed the students' affairs, actually. I really don't have time to get involved.

What do you feel that the students' union should be doing for the students, generally, here?

Well, I suppose they have to organize some sort of a government. I feel there should be a 'grievance committee' or an individual or individuals to whom you could 'air' complaints about instructors, or how the work is being projected to them.

What are the ways of expressing complaints here, now?

I don't even know if they have a 'grievance committee'. I think you would probably just have to go to the students' union. The secretary is in my class, and I've never really asked her. No, I'm afraid I'm ignorant on that point.

Do you have any opinion as to whether the students' union should be a means of communication between the administration and the students?

Yes. I do, definitely.

Is this done, do you know?

I imagine it is. I don't know to what degree. They were having problems keeping presidents on the students' union. I think they have a new president. I believe they had a lot of inner conflicts themselves which had to be worked out before they could give help to the rest of the students.

Do you also see the students' union as serving a social function, organizing activities?

Oh, yes. They've organized several committees, but again I couldn't tell you how good or bad these are because I haven't the time to get involved in these things, much as I would like to.

Well, let's look at the extra-curricular activities then, sports and recreation - I understand there are really no facilities here in the building for sports.

Well, they have organized a volley-ball club at St. Alphonsus School; I believe they're affiliated with the University Ski Club, but what other sports activities they have, I don't know.

Well, what about other sorts of extra-curricular activities then - say special interest groups or clubs?

Last fall there were various lists distributed with the names of the clubs on them. There was one with the heading 'Library', and most of us on the Library Tech. program enrolled in this, but we never heard anything further.

There is also a newspaper which is mainly organized by those in the Journalism course - this is functioning to some small degree. They really battled - there was a great struggle going on last fall to get the money they wanted, a certain allotment to establishea newspaper, and they seemed to think that this should take precidence over all the other clubs. The newspaper won out, I guess.

Is there anything like a drama club, or music appreciation - any of these sorts of things?

Well, I've seen several notices on the bulletin board regarding student cinema and drama club. Again I think these are probably being held at the University, because there are no facilities here.

Mainly, then, for the extra-curricular activities students have to go outside the school?

I think so.

Well, if I can just get you to sum up then for me - tell me what you feel are the areas that are most in need of improvement; what things you would like to see changed here, if anything.

I think the biggest gripe that those of us on our program had was the registering and setting up of time tables. We registered on the 15th of December, and we had set up a time table into which each individual could fit their two electives; we were told on our program that we could have two electives - one from Business Administration and one from the academic, along with our three Library majors. We had these all fitted in; most of -us (it was stressed that we take Accounting because it would give us a good fundamental knowledge of records in libraries), as for the other elective we could take English which most of us took last trimester and didn't want to continue, or philosophy, or law, or whatever they were offering - to get as broad a knowledge as possible, in as many subject as possible. Well, since classes resumed we haven't been able to fit most of these electives into our time table.

We're really having problems with our Library classes. As of yesterday we did have a definite room assigned for our Library classes - I think only because they have brought the shelves in to set up our lab. But this morning we were looking for a classroom to fit in our Library class, and so we had this problem of having a definite room assigned - there were too many instructors using the same rooms at the same times, and you'd have to give it up to the biggest class. Secondly the problem was fitting in the electives that you chose. In each of the electives there were three courses offered through the week, and you were more or less compelled to attend those three - no one checked your attendance, but to get credits, credit hours, you had to have those three. Since the majority were taking Philosophy, we were only getting two. So with the help of our Library instructor, we revised the time table yesterday, which was satisfactory to most of us. There will always be one person, you know, who is left with the short end of it - part time students can only come in the mornings, and we don't like to short-change them on the library subjects, but then some of us will get short-changed on our electives. So we set this up temporarily, hoping that it will work out. But you have that feeling every day; you come at a certain time and you don't really know what's going to happen, or where you're going to be. Last Friday, for example, I came at 9:00 o'clock for an Accountancy course, there was a notice on the bulletin board that had been put up there about 3:00 or 4:00 in the afternoon of the day previously when there was only one from our program here. So the majority of us were not phoned, so we were here at 9:00 o'clock, and the course had been moved up to 1:00. It's things like these - you feel you lose a lot of time when you could be doing things at home or at the library. If you could establish your program, you could set up your program a little better so that things wouldn't conflict. So that's the biggest grievance, and I know that it applies to most of the programs in this college. For example the Secretarial Sciences instructor told me that he has nearly every student in Secretarial enrolled in English, and he had his complete time table revised and now he doesn't have one of those students. Now maybe most of those students wanted to take English, they were told they could take it, and now they have no choice of time, so they drop it. Thus there are many, many unhappy students.

Yes, that would seem to be a major problem.

And it seems to be the experts that follow this up, and I know our librar instructor, she has

[end of tape; interview not complete]

GRANDE PRAIRIE

#132 Grande Prairie

The first thing I'd like to ask you is what type of program are you in?

It's University transfer.

One of the Universities in the province?

Well, I have applied to one in England.

Ah, .. that's exciting.

I haven't heard from the one I wanted to go to, but if I'm not accepted, I'll go to U. of A.

What kind of a program are you in?

Science - majoring in science.

Can you give me a general idea of what your reasons were for coming to this college, and secondly for choosing the kind of a program you are in.

Well, for the college - it was financial - I live in Grande Prairie. Since coming here I've seen that absolutely the best way to start out for University is by going to a small college. You can see how you have to work and study, and this type of thing. It's a more personal atmosphere - you can get to know the profs., whereas the university is so large that there's double the chance of dropping out the first year.

Yes, it's very impersonal.

Yes, that's the main thing I like about this college - the profs.are all so friendly.

And why did you choose the particular program that you are in?

The sciences? I suppose because of job opportunity and interest, I guess.

Why did you decide to continue with your education rather than to work?

Because you get such boring jobs with only a Grade XII education.

Yes, that's right. It's pretty hard. Did you receive any kind of counselling before you decided to come here, from a teacher or counsellor in school or from friends?

I came to Mr. L.M.N. when I was still in highschool, and talked to him.

And did you feel that you got adequate information from this.

Yes, and also from the information I got from friends who had been here last year.

Since you've been here, have you had oocasion to look into other counselling - vocation guidance counselling, or information on other programs that you could go into, hwhat kind of a job you could get, and what you could expect from the job?

No.

Do you feel the need for this sort of information? Or have you not had the occation to look for it?

I don't know if it's available or not.

It's probably pretty early to be looking into that.

Let's look a little more closely, then, at your program. First of all can you just tell me generally how you feel about your courses and your instructors.

I think they have the idea here of pushing you much more than they do at U. of A., so that once you get out there, you won't be swamped. I think that's what they're trying to do, and I think I heard one of the profs. say that, too. It's discouraging a lot of times, but it's really a good idea.

So they do tend to keep you quite busy.

In general, do you find that your instructors are good teachers?

That's a very difficult question.

Do they tend to be available at times other than class times to help students who are having problems?

Yes, they're usually around, and they always encourage us to come and see them.

Okay. What about auxiliary services connected with your courses - things like labs or practical work, library, field work?

What in particular would you like to know?

Well, let's start with the library. Is the library a good place to study?

It's a little small, I think. But the variety of books is good. I've heard that there are more books here per student than at the U. of A.

So it's also a good place to do research, then?

Oh, yes.

Are you doing any lab or practical work?

Yes, all the science courses have a required lab; except I'm taking Chemistry 130, which is highschool Chemistry, and I don't think there's a lab for that.

How do you find your lab facilities?

Well, I've really nothing to compare them to, but I think that they're pretty good.

Do you feel that lab work or practical work is a valuable thing to be doing to help you to learn the material?

Well, if you're going to do research it's very necessary. Perhaps if you were taking it just as one of your compulsory courses it may not make that much difference to your understanding of the concept.

But does the lab work aid understanding the concept?

Yes, if you have someone to explain the objectives of the lab. If you just go in and look at a bunch of slides, and don't really know what you're supposed to be doing, then it's not that good.

Yes. Then it's pretty hard to get anything out of. Can you tell me a bit about the grading system here, how your instructors tend to allocate grades, taking into consideration your term work as well as a final exam, if there is one?

In both English courses 70% of the year is set on the final. We never have any exact percentages in our Science courses - but they're probably pretty close to 70 - 30, and 60 - 40, more or less.

Do you agree with this system?

Oh, sure.

Okay, just generally, then, do you feel that you are getting out of your program what you wanted to.

Yes.

Okay, let's look at the area of student government, student participation in the democratic process, can you tell me first of all, what do you feel should be the function of a students' union, or student council in a college like this?

To make sure that the student voice is heard by the Board of Governors and that sort of thing; also to look after social functions.

So, you feel, then that one of the functions of the students' council is that of communication between the administration and the student body. Do you feel that they are effective in this area?

I haven't really had that much to do with students' council.

How is the communication between the students' union and the student body?

I think the only way they do it is just through bulletin for the students. There's nothing really organized they can do for communications, because the kids are all over the place at different times, so about the only thing they can do is put up notices.

Is there a student paper?

Yes there is.

So that would be one way.

What about channels, then, for expressing students' complaints? How would a student go about expressing a particular complaint in order to get some action on it?

I think he'd probably go directly to the counsellor.

And this would be effective, then?

Oh, I think so.

Do you feel, then that generally the administration are open to communication and feed-back from the students?

Yes, I do. They are easy to talk to, and they're really concerned for the kids, too.

The other function that you mentioned - organizing activities in the area, extra-curricular activities - let's look at sports and recreation. First of all, can you comment on the facilities for sports in terms of space, equipment and time? Not necessarily for organized sports.

Well equipment - I think they probably get about the biggest cut of the budget for the Phys. Ed. department here - it scares me. Of course, the gym is kind of small, but it's a small college.

In general, do you feel that the provisions that are made for sports are quite adequate?

Yes.

What about other sorts of leisure time activities, for example special interest groups, clubs - like a drama club or a music club?

There aren't that many clubs; I think they tried to start a lot more than there are, but there wasn't that much student interest. For music we have the college music room.

Do you feel that if there was a group of students who wanted to start a club in some area, that it would be possible for them to do this?

It is if they have enough kids interested. I know of a couple of instances where they have tried to start clubs and there just weren't enough kids interested. You have to have a certain number of members before you can get anything from the budget.

Is student apathy a bit of a problem here?

Yes, I think it is everywhere. Here it's about the same.

Do you have any suggestions as to what things might be done to overcome this?

I don't really think that now that we're in college that we have all that much time to have all kinds of organized things. I think that we have our time pretty well filled up.

Generally, then, do a lot of students tend to find their extra-curricular activities outside the college?

Most of the kids that I know are involved with music or something, so there isn't very much time.

The major problem is finding time.

Okay, if I could just get you to summarize then, I'll just get you to tell me what you feel are the areas most in need of improvement - what things would you like to see changed, if any?

I feel that if we do get the new colleg built that this will overcome most of the inadequacies.

Things seem to be a bit crowded?

Yes.

I'll turn that question around, then, and ask you to tell me what you feel are the best features of the college.

I think the fact that it's small and personal. And all the counsellors and profs. are easy to talk to and concerned.

I think that's about it, then, unless there's something more you would like to add. Thank you very much for your time.

S.A.I.T.

#32 SAIT

To begin with can you just tell me what sort of a program is it that you're registered in?

I'm registered in the Business Administration program, a two year course. And I get a diploma in it. As soon as I finish this two year course I get an option, like I might stay over and do my RIA, registered industrial accounting, or CTA, or maybe go down to the States and do CA, or I can go back home and do my ACCA, which is equal to CA.

So you've got a lot of choices.

Yes. That's the only reason why I have picked accounting as a major.

In order to make it easier for you to get into these other programs. I see.

Right.

Can you tell me then what were your reasons for entering this program. Why did you decide to do this?

Well, I finished my highschool at home. I'm from Kenya. There is no hope at all of getting any further education. I worked in a bank as a teller, and then I worked in the staff department making payrolls and looking after the taxes, bonds and things like that, and then I went in bond for two years with highschool, the school I had gone to all my life, and I worked there as an accountant -- actually as a bursar, but I had to do accounting, finance and all that too. Well, I got an official deal for coming over for some studies. A friend of mine in Canada who had joined the college asked me if I wanted to come over. Actually, I'd say my bag is some technical line, but this is the only course I was suited for as far as my highschool grades were concerned. So that's how I came.

Is this why you didn't go to, say, the university instead of the technical school?

No, not necessarily. I couldn't have gone to university. As I said, I would have preferred to go to England.

Okay, let's go into some specifics, then about your program. First of all about your courses and instructors. Can you tell me how you feel about these?

All the courses are pretty good. Some of the instructors, I think, know what they are doing. There are others who just try to teach what little they know. Well, I guess they are okay. As far as the courses are concerned I think some of the courses that are offered shouldn't be there at all because there's too much pressure on us to start with, and there are courses that I don't think are necessary at all -- which we won't use at all after we get out of here. In the working world they won't be any good to us at all.

So then there are some courses which you feel aren't related to what you're trying to do.

Right.

What about the sort of auxiliary services connected with the courses -- things like lab, library, field work, audio visual aids, these sorts of things?

They're pretty good. I'd say so because I'm comparing them with what we used to have at home, and I think the facilities that you get around here are just fantastic. I think it's a pity that quite a few kids around here don't take advantage of them. All the facilities on the campus are just fantastic.

And you think that a lot of people don't appreciate them?

Yes. I think that there are quite a number that don't appreciate them.

Yes, I think a lot of people tend to take this sort of thing for granted. What about, specifically then, about the library? How do you feel about the library here. Is it a good place to do research or look things up, in a particular area?

Well, I think they have good material in the library, but I'm not too happy with the staff who run the library. I think the majority of them don't know what they're doing. Off and on I've had some bad experiences with them. Well, I guess that's more because there are students who are working in the library, who shouldn't be there before they know what they're doing. Other than that I think it's pretty good.

Is it a good place to study?

Well, I wouldn't say so. No. It's too noisy to study. I would say they are not strict enough about noise in the library.

Are there other areas than the library where students can study?

I can't think of any.

Would it be possible for students to use a classroom to study at night or during the day when it wasn't being used?

Well, I don't think they allow it, so I guess not.

Okay. What about the sort of aides to teaching? Things like field work, and audio visual aides that instructors use to get the point across?

Well, as far as our course is concerned we don't need any of that at all. It's mostly theory and just lectures and classes. We get a chance to use the computers once in awhile. So I wouldn't be able to tell you much about that.

Do your instructors tend then to use a formal lecture method.

Yes. Most of them do.

Do you feel this is appropriate to the subject matter?

Yes, I guess so.

So you're not dissatisfied with that?

No, not at all. Though I'm not satisfied with the evaluation system here,

With the examinations?

Yes. At home we go under the British system, and I've been used to more subjective-kind exams, and I think they do a little more good than this objective-type exam used in Canada all the time. Because, when I say objective, I mean multiple choice and any dumb fool can get into a class and mark the right answers, or can guess and get 50% on it. He doesn't show that he knows anything. Maybe he won't get the full 100%, but he can get the minimum pass mark. You know, anyone can walk in and do that, whereas if he gets a subjective exam like the one we have always been used to, there you can tell whether the student knows his stuff. So I'm not happy with the evaluation. Otherwise I think the lectures are okay.

Do you find that any of the instructors are available at times other than class times, if the students have any problems?

Well, it depends on the instructor. Some of them are always available. I guess we can always manage somehow to get help from them.

So if you really want to see an instructor, it wouldn't be impossible, but sometimes it's difficult.

Yes, it is. Some of them who have other things to do other than just teaching the class -- those are the ones that it's difficult to see.
Okay, well let's move on now into the area of student government - sort of student participation in the democratic process, and students having a say in decisions that effect the entire institution. Can you comment on this?

Well, to tell you the truth I wouldn't be able to because I haven't spent any time in other activities because there's so much pressure as far as studies are concerned that I never have time for any other activities, or to get to know. So I don't think I'll be able to talk on this.

You find that your work keeps you pretty busy?

Pretty busy, yes.

Well, do you have any idea at all whether your student council is doing an effective job?

What do you mean?

Yes. That's perhaps not a very good question. Do you feel that they're expressing the students' views, and really representing the students on any issue that comes up? That's not very clear, either perhaps.

I wouldn't say so, no. Like I say, I haven't got time for other things. So if they were really looking after our interests, they would have approached me. They have never asked me how I felt, or what my problems were. I've never heard of them approaching the students, so I think that the students they represent fight their own battles, and have to look after their own interests more than the students' council does.

Well, what about channels for expressing students' complaints, or ways of letting the administration know that you feel that there is something wrong? Are there ways to do this?

The only way is to go to the students union. That's the only thing I can think of.

And you feel that this is not an effective way? How could it be done? In the way that I said before, that they should approach us, rather than we should go looking for them.

Okay, that's fine. The next general area is that of sports and recreation, and I know that you've said that you don't really have too much time for this sort of thing, but are you aware of the facilities that there are - say for sports in terms of space, equipment and time. This is not necessarily organized sport.

I might not get time for other activities, but I love sports. And I tried to get into sports, some sort of sport once a week or during the week-end. There are quite a few activities going on in the recreation building -- there's table tennis which I love playing, and badminton; and then there are all kinds of clubs you know - karate, or volleyball, football, and if one has the time I think there's lots to do. As far as I'm concerned it's the time factor that I can't beat. I love sports and I would be willing to join a few more of the clubs.

So there's lots to do, but there's not enough time.

Yes, this is the biggest factor.

Yes, it always is. What about other sorts of leisure groups, then - special interest groups and clubs, say for example a drama club?

I don't know much about the drama club, but I did once join the hypnotism club. It was just great. I really enjoyed it, it was very interesting, and it's a pity I didn't get any time for it. They used to hold meetings every Wednesday, and they used to teach you how to hypnotize, and you just paid $1.00 a year. I don't know if that club is still around, but it's the only one I ever went to. It was a good club.

Are there other sorts of clubs like this, that students can take part in? For example, if you want to be really far-out about it - a sewing club, or a stamp collectors club - things like this that reflect a special interest of a certain group of students?

Well I don't think there are very many around. But if there were you might get a chance of seeing what's going on. Like I've always loved handicrafts and woodwork and all that and if there ever was a club like that on the campus, I'd love to take part in it, but I don't think there is anything like that around at all.

Okay, that's fine. Well just as sort of a summary then, this is a list of basic human needs, and what I would like you to do is read through them and see if there is maybe something here that you feel is maybe a need of yours that is not being met, that we haven't talked about.

I'm afraid I don't understand.

The idea is that there may be something pressing, that we haven't discussed. Something the College should be doing, but isn't.

I don't know. This is a very general topic I mean, what would you really want to know about?

Well, do you feel that any of these are needs of yours that are not being met here? And is there anything that you feel that this institution could be doing?

Well, I think that these are the things that call for a person's own initiative, and there aren't very many ways in which the college can help the kids out - it's all personal initiative. Look at things like avoiding failure or shame, or attracting attention to oneself. There's no instructor who can come and teach you how to attract attention. I think the person has to work at these things himself.

Do you feel that any of these things are needs of yours that aren't being met?

I don't have any problem with making friends. I think I'm getting all the needs here.

Well, would you like to summarize for me what some of your major complaints are about this institution?

Yes, to start with, some of the courses that are, should not be there. There should be less courses offered, or the course prolonged.

You mean the entire program, spread over three years instead of two.

Yes, because the way things are going now everything is being thrown at us, and we have to absorb it somehow. This doesn't necessarily mean that we know what we're doing. If we had a little more time we would know more about what we were doing. Again, as I mentioned, the library - I think there should be considerably more stuff than there is right now. Some instructors - I don't go along with their decisions. Like, I have had some contacts with one or two who just turned me off.

You were saying someting about decisions?

Yes, as far as the instructors are concerned. I wouldn't say'decisions', but let's say their way of helping students out. I've experienced, and I know that some of the instructors help those that know their stuff more than the kids who don't, or who do require more help. And of course some of them are prejudiced, too, against certain students, against the sex, you know, in the sense that -- well let's put it this way: there's more favoritism than there should really be. Other than that I guess it's okay. I would say that this is one of the best technical colleges in Canada, and I'm glad that I'm with it.

So you're receiving a good training in your area?

Yes, I'd say so. I'd say, when I finish this course the Institute - RIA, or C.G.O., or C.A., is going to recognize these two years that I've put in. even though it's business administration, not just solid accounting. Well, let's say I have already put in a year's solid accounting, but the first year is just orientation on business. Even though it's a Business Administration course, they recognize it. And therefore looking at that I guess I am getting pretty good training here.

That's really good. Do you have anything else that you'd like to add?

No, I guess not.

N.A.I.T.

#90 NAIT

The first question then that I'll ask you is what type of a program are you in?

I'm in my second program here. I've taken one before, and I'm in Electrical Technology.

What did you take before?

Telecommunications.

Well--- what do you plan to do when you finish this program?

I hope to go into design, or consulting engineering - in that line.

Good. Can you just then give me a very general idea what your reasons were for entering this particular program?

For entering this program - from my experience of being here before, and then I worked as a graduate in '69 the first time, and I worked in industry the first time and I found a need. I wanted to learn to design, and rather than go to university for four years, this was my next best chance to take the paper work that I wanted. I worked for the government before in maintenance and it was good for experience, but I didn't want to do it for the rest of my life. And to get into design, this was the best way to do it, I felt. Also I was getting two years' credit in it for one year's school, so there were quite a few advantages in coming back here.

So the program you're in now, what is it, a one-year program?

It's a two-year program, but I'm doing it in one year.

Okay, if we can go back then to your first program - what were your reasons for entering NAIT at that time?

Originally I had planned on going into an apprenticeship with Alberta Government Telephones, and when I went to see them and they looked at my highschool marks and advised me it would be much better to attend this school, to attend NAIT, rather than go into apprenticeship because when you finish NAIT you start where the apprenticeship finishes, so coming here was further on in your apprenticeship. That was my reason for coming the first time. I was counselled, or advised to do so, and I'm very glad I did, now that I see it at this time.

Right. Did you receive any other kind of counselling?

I did in highschool. I came to NAIT about three times. I had decided to go into apprenticeship because I was always advised to go into electronics. Electronics didn't appeal to me too much, and then when I got to telecommunications I found it much better. One's just a general area, and one's a branch of it.

Okay. Why specifically did you decide to come to NAIT rather than go to university?

Where I went to highschool they didn't have matriculation and technical together. You either took one or the other, and I felt I was doing better in a technical program, so when I went to Composite highschool in Ponoka, I completed Grade XII and I also completed electronics - like half was highschool and half was actually electronics; in the mornings I took electronics and in the afternoons I took highschool subjects. So all I'm missing is actually Math 30 and Physics 30, because I had to take Math 32 and Physics 32.

So you really didn't have the requirements then, to go to university?

No. That's the way it was set up then. Since then It's better, they have changed it. You can still take matriculation and a technical program.

I see. So let's look at your present program then in a little more detail. First of all, how do you feel about your courses and your instructors?

I would say the courses themselves are very much improved. As time goes on the courses are constantly improving, and they are going to the Year I and the Year II system, rather than the A,B, and C system which was normally a three year program. Actually you could come to NAIT with Grade XI. I think the new system is far better, and the courses are in combinations - they're overlapping really. You're not taking totally unrelated subjects; they can all relate to courses together, so you're getting actually an overall picture, and they're trying to provide good programs, and also in the Math courses they're being taught by a specific department. When I took Math here before it was a completely different department that was teaching it - Math and Drafting. So the person that took it actually knew nothing about your technology, or very little. So you were taking Math for the purpose of taking Math like you did in school, but now it's coming to the point where you are taking Math which is orientated towards an electrical end, in other words you get much more out of it. It's something you're working with all the time. I think you feel much more confident with the instructor if you're convinced that he knows more about the one subject than you do. Because is you sort of doubt in one area, you doubt in a lot of areas.

So your courses are all related to each other.

Yes. And they're working on it. In the time that I was out, I went to two other schools - government sponsored schools in eastern Canada - and I think there's one system there that could be implimented here and that is there's no actual feed-back from students here, very little. And every course there - when you got the course outline - it was just standard form which you could change if you wanted to, but you put improvements or disagreements at the end and you signed it, and you had to hand it in before you got your marks for the course. This is good, and this didn't go to the instructor - the instructor never saw these - they always went to the department or section head. If a trend was established, I mean everybody complains, it's usual and a lot of it's unjustified and it comes to no real end because there's no real method here for feed-back. You can go and see the department head on your own, but it's sort of wasted time because it sort of like one guy complaining if there is something seriously wrong.

Okay. What about your instructors, then - are they qualified and are they good teachers?

I would say, overall they're all qualified I would think, and the majority are good teachers, but there are a few who are not. I feel this personally. To speak for the majority, I would have to answer 'yes'. And I think this comes up - I have found in instructors the people who have taken apprenticeship programs and then come here and take the technology program and then have been made instructors are actually far better instructors than people (I have nothing against university) who have gone to university and then come straight across here with a masters' degree. I mean they're very qualified people, and everything but they don't have the experience. To us when everything is so technical, experience means a great deal, and I find I get a lot more out of the course rather than working strictly on theory.

Do you find your instructors are available at times other than class times for the students who are having problems?

This comes to a point - only some instructors are. It always seems to be the same instructors. I think that's got to be a personal thing, and that's why these evaluation points would be good because these things would come out, and it could be pointed out that they are not available. You see, right now there's very little you can do about it. You could go and complain, but how much good would it do? Whereas if there was some concrete form of feed-back it would help a lot more.

What about auxiliary services connected with your courses, things like labs, the library, field work, study areas?

In this course it's getting very good, and they are improving all the time. Now they've come to a problem here because we work in power with high voltage equipment and it's not practical to have it in the school. So there's a great number of field trips being done, a lot more than there used to be a few years ago, and also they're having the photographic section do a whole series of slides, on each area. This is shown as you go through it, rather than just being talked about as it was before. Now there is a whole set of slides that go with each course, and are maintained with the course and these are constantly upgraded. So you get much more out of it that way. So they are working towards improving. Actually the labs here are very good considering the amount of equipment. The only problem that comes up, as with any organization, if they order something it takes two years before it's here. And at the rate things are changing, in two years there is already more advanced equipment.

What about the library, then.

I think NAIT's library has gone downhill actually. And it's one place, I'd be ashamed to say I was a student from NAIT, and bring somebody in and show them the library. I mean its' a very good library, but the way our library is run leaves a lot to be desired. You go to the library here, and go to the university library and you see the difference. This library - the telephone rings at least three or four times every hour anyway. The people in the library, although I have nothing against them personally, seem to make a lot of undue noise, moving around. During Christmas holidays, too - we weren't allowed into the library because they were decorating it for Christmas, you know, which seemed to be rather ridiculous.

There weren't any students here anyway.

No, there weren't any students here, but two of us had stayed to do homework, so you weren't allowed into the library because they were decorating it. Another thing is having the machines; the duplicating machine serves a very good purpose, but having it right in the middle of the library doesn't seem to be too practical.

So, it's not really a very good place to study.

No. The material contained there is excellent. It compares in our specific areas as equivalent to the university library, but not the way the library itself is maintained or operated. I think it has actually deteriorated from when I was here before in '67.

What about study areas other than the library?

Well, actually there are none, really. There is a shortage of study area, because actually aside from the library there is no real study area, although there is the study hall where everybody eats their lunches and plays cards -or something. There are no real study areas around. That's one thing there is a shortage of.

Okay. I'll ask a little different thing now. How do your instructors tend to allocate grades? Taking into consideration your term work and your final exam?

There was a lot of controversy over this here, from the point that at one time they used to count a final 70%, assignments 20% and quizzes 10% but a final can no longer count more than 30% or 40%, and it's 30% for quizzes and usually 30% for mid-term; it's broken down in that manner , which I think is better. Actually, with a final being 30% you could blow an exam, and this can happen to anybody, and still be excused from failing the course. I think generally the marking system has improved, and is improving.

Okay, then, let's look at a different area - that of student government; students having a say in decisions that effect the entire institution. Can you comment in respect to your student government here?

This is one area I'm very poor in because I've had very little to do with it. I would say there are avenues available, or they seem to be available, to apply through NAITSA, which is the students' council. Just before December there was a general assembly and the whole school was closed down one afternoon, and yet there was maybe 50 out of the entire student body that attended the general assembly,really. So that shows how much interest there is, so you can see why things tend to fall off in that area. We're in quite a heavy course and we have so much time taken up with school, we don't really have that much time to spend on student government.

What do you see as being the function of the students' union? What should they be doing?

I think the students' union should be more of a contact between the administration and the students.

I know it's a very hard thing to do. The idea is where to start, how to establish a line of communication. It would have to be a very direct line of communication.

Do you see the students' union fulfilling this function now?

I think the students' union is trying, but they have such a small amount of support from the student body as a whole, I think it's a very thankless job and I wouldn't want to do it because they are actually getting no support from the students. So I can see them becoming very discouraged at it.

What are the channels for expressing students' complaints? Are these channels available, and do students use them?

The first channel would be to actually go to the department or the section head of every department, or after that you would have to come to the general office here, and you would see I believe, the registrar and you would be directed to (I believe he's called) the superintendent of vocational education. But it's rather difficult, and I think there could be a better system set up. There should be a better system available, because right now it's too much. It's only with a great deal of effort that anything can be done.

This feed-back system that you mentioned would be one way.

Yes. This is one of the reasons for it because right now there is very little awareness of what is happening in the student body as a whole.

Communication then between the administration and the student body is not all that good?

You're all broken up into little areas and between the main administration and the student body, I would say no, it's very poor.

Okay, fine. Let's move now into sports and recreation then; first of all, sports. Can you comment on the provisions that are made here in terms of space, equipment and time for not necessarily organized sports.

There are all the technology inter-mural sports. You always see the same technologies every year at the top of the score board, and the same group of technologies at the bottom. This reflects which class has time and which doesn't have time. If you want to, I think the sports are available to the sportsminded person, to the amount to satisfy them. I think it's quite good.

What about other kinds of leisure time activities, say special interest groups, clubs?

There are a number of clubs here, although - there are a few strong like the radio club, there's the drama club and a few in that area, and the judo but that's actually a sport. And I believe there's photographic. But again it all comes down to how much time - people here don't have that much time to spend. And you find that just about the same technologies are supporting these clubs again, like radio and TV arts or programs like that are orientated towards drama, whereas drama to myself would be really of no interest. Then they have the Institute of Electronic and Electric Engineers Student Branch here, but they just about had to drop it because nobody had - it would have been very worthwhile if the time could have been spent on it, but nobody really had the time, and that's where the problem comes up.

What would you say could be done about this, would you say advocate lengthening some of the programs?

I would like to see options come in, because pretty well everyone knows right now what area they want to go into. I would hope that you would get an option where you could go heavier into this area like say why not after you graduate, why not stay for another month and that would allow you to spend more time in that area, and also this would give you more time to get involved, in your last year, in other areas. Because you would have an idea what you were doing. Although it would mean graduates weren't euqivalent any more, they would be specialized, but I think it would be better.

Right. Well, if I can just get you to sum up, then and tell me what areas you feel are most in need of improvement. What would you like to see changed?

I would kind of like to see us coming back to this area of feed-back, because communication is very poor at present. And I believe the administration is not totally aware of what the general attitude of the student body is, and this is one area that would have to be improved. And there also seems to be dissension among instructors from this point of view too. Some instructors are trying to get class feed-back on their own, and yet others don't really want to have anything to do with it. So I think this is the main area that would have to be improved. I think in time it could become a problem in certain areas, because when a whole class gets depressed about one area, the whole class seems to slip some. So it derates the course in that way. Another area would be going into options. Although most technologies like to have every graduate the same, so that when somebody has a diploma from that technology they can say to some employer what they're qualified for and what they're not qualified for. But because we're becoming so specialized, I believe that options could be taken after graduating then everybody with a diploma would be same, but they could take more after graduation, and I think this would benefit a lot of people.

Anything else that you would like to add?
I can't really think of anything.
Okay, well I'll just turn that question around then, and ask you to tell me what you feel are the best features of this school.

The best features of this school are the equipment provided, because I've been to about four other schools, and this is one of the best. And the courses - two courses I'm taking here are taught in no other institute in Canada, so they are specialized courses. The training is very good, and the people who are instructing in them are very well qualified in the subject, and many of them are specialists in that area. So I feel that the level of education is very good. Graduates are very well qualified when they do graduate. Although assistance is being made harder, I think this is better. It is better to have fewer graduates, and to have better graduates, than to have a lot of lower-grade graduates. They are really improving the quality of graduates, then, because competition is getting so heavy. I think that is about everything.

That's about everything that I had to ask, unless there is something you feel you would like to add.

No. I don't really think so.

OLDS

#6 - Olds

What I'm going to do is ask you some general questions and then we'll go into some things a little bit more specifically. The first thing is, what kind of a program are you in?

I'm in Farm and Ranch Production.

Farm and Ranch Production. Can you give me some general idea of what made you decide to enter this program?

Well, mostly about nine months ago my parents and us kids, we moved out into the country, bought a farm and everything, and got to talking and it was more or less my parent's idea that I come here and learn, or try to learn some things about agriculture. Really what I'm going to be going into is public trustee about Christmas time -- estates officer for the government most likely.

This is just more or less filling in time...

Well, more or less. You see it will be sort of a double job; my dad's doing that right now. He's working in the Attorney General's office for the Trustee and he's commuting back and forth and sort of running the farm and his job in the city. Most likely I'll be getting a job there too. I don't know for sure. If I don't, well I'm still here you see, and I'll be helping out at the farm.

Yes, well will you have to have any sort of specific training for this other job?

Not really. It's an assistant investigator, and I'll be learning on the job type of thing.

Well, that sounds exciting.

Yes, that's what I'd like to do...following in my father's footsteps I guess.

Yes, sort of in both of his footsteps.

Well, it was mostly my parent's idea, and they sort of talked me into coming here.

How do you feel about your program.

Oh, I like it I guess- it teaches you what you have to know about farming, actually. That's what it's there to do, and that's what it's doing. Some of the teachers here I feel are not..... like there's one teacher here that just started teaching right out of university, and he can't teach. I don't like that....I'll tell you right now I think we should have more qualified teachers.

Teachers with more experience.

Yes....more experienced teachers, because this teacher is real boring. Another one of my teachers doesn't break the course up enough. Like he taught from September right through to mid-terms.....no little exams just notes straight through and a big exam at mid-term. He didn't break up the subject enough. I think there should be an exam after every chapter - this would make you study after every chapter.

Do you feel that the student would retain the material better?

Yes. You'd retain more. This way he just writes from day to day to day. He doesn't remember what he wrote in September when it comes up to October for the exams. Actually originally I was supposed to be going into a Phys. Ed. program, because I had up to Phys. Ed. 30 in school and I had all my other subjects. I could have gone through there, as well.

Why didn't you do that?

I don't know really. We moved just before I finished and things got complicated. I really like athletics. I'm taking a Phys. Ed course here. The teacher's teaching things, you know, like how to shoot -- and I could be teaching the course here myself. So that's how I came here -- because of my parents really. And I thought when I came up here and looked at the college, it looked really nice, the residence - modern; it appealed to me, the new buildings. I said, well it looks interesting, we'll give her a try -- can't lose anything, I'm learning something whether I flunk out or not. Even if I learn one paragraph, I still learn more than I had when I started.

Right. That's a very good attitude. Well, I guess the next area that
vocational
doesn't really apply to you then, is sort of career planning and guidance.

They kept asking me this question all the way through highschool and everywhere -- what are you going to be when you grow up, and I couldn't answer it.

My mother still asks me that....

Yes. Well, I still don't know what I'm going to do when I get married, or in seven years from now. I could be doing something completely different than I ever thought of.

Do you feel that you should be getting some help in making this decision?

Well, I don't know how they could help me because I'm sort of stubborn. Everybody asks, do you want to be a policeman, or do you want to be R.C.M.P. or do you want ot be a farmer all your life, or do you want to be an engineer (you know my uncle is second in command for petroleum someplace - a really rich engineer) and my father works in the Attorney General's office and so I've got all these professionals thinking I should be up there with them, you know. I don't know what I want to be. I'd like to travel myself to Europe and places before I even decide. I've thought at different times that I might want to study different things, discover something, but I still don't know what I want to be, for sure. I just don't know.

So you want to give it a little time.

If it was anything it would be sports. Because I would rather do sports than schoolwork. Sport is a big thing, a really big thing for me. But I just don't know what I want to be. But when the day comes that I know, I'll do it.

But until then, you'll just play it by ear.

Yes. I don't know of anything that could help me -- social workers or anything -- how are they going to decide what I want to be? They can't make me do something that I don't want to, so I don't know.

Let's go into your specific program a little bit more. You've said that you think that some of the instructors could be improved. What about the course content? Do you feel it's relevant to what you're trying to get out of it?

Yes, I do -- everything that they're teaching us is relevant to what I'm going to be doing on the farm, like farm mechanization -- we learn about electric motors, how to clean and fix them and different voltages -- this is important on a farm because you do a lot with electricity, that's really good help, I'm going to need that. And Farm Management -- we've got a real good Farm Management teacher, Mr. So-and-So -- he's really fantastic. Because when we ask him questions he'll take five minutes to explain it right to the end. So he'll take the time to tell you and explain it to you, and he'll still ask you if you understand. He makes sure, he really comes out clear and explains each point. Well, then other teachers will just, you know -- such and such and such and such -- and when you stick up your hand, they'll say 'well, because', and go on to the next one, and they just don't answer them fully enough. They don't explain the course clear enough like some of the older teacher who have had more experience with kids.

Which sort of teacher would you say is in the majority?

Here? I'd say the younger teachers, by younger I mean maybe 28, 29, somewhere in there.

So they would be less experienced.

Yes. I don't know how old Mr. A.B.C. is, or Mr. X.Y.Z., they've both got families -- I'd say they were in their twenties. But then there's K.L.M. , Sociology teacher -- he is young, but he's really fantastic, he really works with people, explains everything fully too. I like the teachers that explain everything to the fullest. They come out clear about what they're talking about.. they just don't look at a piece of paper and say, well this is the lesson I've got to teach today, and write it on the board and that's it. He looks at the sheet, and says, 'Making Friends', like on here and he'll explain right to the fullest about making friends. You know, you just don't say 'You make friends in this way and this way, and that's it' -- he'll carry it on, right to the end. Teachers that explain, are the ones we need -- the ones that are really going to get through to you.

The ones that don't just stand up in front of you and lecture.

Yes. The ones who just talk or write on the board.

It sort of has to be a two-way communication.

Yes. There are some that will sit up there and talk maybe about one thing for a whole period. As long as you learn it and get it into your head. You could talk about a tractor, or one specific part of a tractor, or whatever -- or one specific part of making friends is to talk, you'd talk about talking. And if it was a tractor you'd talk about the radiator and you'd want to get that point across and he'd talk about that specific thing all period if you had to, even if today's lesson was the whole tractor, if nobody understood the radiator, then he'd talk about that for the whole period, just as long as he explained one full thing.

And make sure that you understand it.

Right. Instead of the teachers who just stand up there and write it on the board. You've got to get the ones that are clear. And there are some of the teachers here that I find are really fantastic. It gets to a point now where highschool teachers are just -- well anybody can get in to teach highschool - that type of thing --

If you can get a job.

Right. There's teachers all over the place now, they just get in, and they just talk; they write it on the board. They write what they're going to do tomorrow, they write it on the board and that's it. They talk, but they don't explain it.

What about the auxiliary services to go with the program, the labs, the library, field work and things like this.

Well, I haven't got any field work. I have a lab, a Botany lab, and I feel that it's a real big help. And you can work with the actual thing. Like in farm mechanization. .. one day he talked about the motor, explained it, and the next day we got to work with it. So then you knew partly what it looked like and you knew something about it and when you took it apart you could see it. And this is where labs come in, when you can work with the object or the material thing. You can see how it works instead of listening to him explaining how it works, because if he's not a good explainer, like some teachers, like I said you're not going to learn anything. Labs are fantastic.

What about the equipment and facilities and the room in the labs.

Fantastic. Really good, really good equipment here. This is a new college and everything. But coming from a highschool -like I came from in the city - they never had any of the equipment like this. Like they'd put something on order to the government, and five months later after your course was over it would come - a couple of slides or something. But here the microscopes are all fantastic. You've got all the good equipment to work with. The microscopes in highschool are good, but when you come here the ones here are powerful and you can see just that much more with them. You can see the specific parts of whatever you're looking at. Equipment plays a big part. If you can work with something....like if you take a course in sociology or something and you might pass the theory part of it, but you go out and work with the people, and talk-back like a social worker....like it's the practical part that you're really going to have to work at. Like, let's say, you can sit in a classroom and learn all about a tractor and another kid can go out and work with a tractor all his life, and you bring these two people together -- the person who has worked with it, taking it apart, fixing it, is going to know how to do it better than the person who has just learned - who says well you see, on my paper it says this goes here, but when it comes to working with it -- the practical part I feel this is 60%, maybe more. Anybody, whether they've had education or not, I feel can go into any job as an assistant -- like say you have no scientific knowledge whatever and you went as an assistant to a scientist, and you worked with him for years, you'd get to know a lot. Like if you went over to learn a language all you have to do is stay there for awhile, and you'd atart speaking the language.

Yes. And you'd do it a lot better than somebody who learns it from a textbook..

You don't need a blackboard if you do practical work, because you'll learn right there. This is why I wonder if the blackboard in a couple of years, or maybe ten years, will just go out. Then maybe you'll go out and work in the field with somebody who knows it, and you'll do it practically. It might even be that much better. That's what I feel.

How do you feel about the library here and other study areas?

The library is a good place to study. It's a small library maybe compared to the one we had, but the references, the material is really good. There are lounges, and they are quite good when there is no noise in the hall and then you can always go to your room.

So in general you feel that there's a lot of.....

Sure, it's really good. Yes, it's fine. Of course I don't study that much, myself.

Now, the next two points are examinations and teaching methods. I guess we've already covered that. Do you think that in some cases there should be more examinations?

Well, maybe not more examinations, but they don't break up the course enough. They don't chop it up enough. They just rattle through half the course, and then you'll get an exam -- one great big gigantic exam. Then when I go back to studying, I end up studying a great big binder full of notes. You can't study that much. Let's say the teacher has broken it up, maybe one or two tests. Then you're going to remember, if you're made to study for something by chopping it up, then when it comes to the final exam it's not going to be that hard to study, because you won't have to run over the things that you knew the first time - you'll know them. It's the things that you didn't know the first time. So it won't be as hard. If you had to write an exam after every chapter and study for it you'd know each chapter fairly well if you passed each chapter. Then when it comes to studying for the big test it's not going to be that hard. You probably won't even have to study for it -- you'll know it. I think they should break it up more instead of just one big fat exam, where you end up studying a big pile of notes and by the time you've read through them once you've already forgotten what's at the first again.

The next sort of general area has to do with student government and student participation in the democratic process.

Could you explain that a little more fully?

Well, it really has to do with students having a say about major decisions that have to do with the whole institution. Like this can go all the way from deciding how late you can stay out from residence to course content. Oh, I see. How much the students have a say in that? I feel around here the students have quite a bit to say, because just lately we had a big hassle about the girls having adult privileges, and the girls made a big fuss, and eventually within two or three weeks they got their adult privileges. Then with visiting hours - the students voted and we got our visiting hours 24 hours a day in the men's res. and from 4:00 to 11:00 in the girls' every day and 24 hours on the week-end, or something -- something like that. But with this, we had to make up our own disciplinary committee -- students had to make up their own committee, so that if anyone gets out of line then it's the students who are going to be down the students' necks.

So that if you want to have the privileges, then you have to take the responsibilities too.

Yes. So I say generally we've had quite a good say in things that have been going on around this place - in residence. I don't know about over here.

Do you think students should have more say in things that go on with the administration?

I think mayby, yes. Because, myself as a single student going up to Mr. so-and so, saying 'look sir, you don't break up your course enough. Could you do it?' For one student, I don't think he'd change his course. But you see if a whole bunch of students went up to him and said, 'look you're doing this wrong'. He's going to say, 'well, there's twenty-five of you, that's quite a few, so I guess I'll have to change.' I don't think we have that much say in anything that goes on over here, I haven't heard of anything that we've changed over. Over here it's quite high up, I wish we did have more say in some of our subjects. I think we could make them better.

Well, are you then trying to say that the channels or ways for expressing students' complaints, specifically about courses, are not available?

Well, the channels might be there but they are long, bureaucratic, and so much red tape to go through to get it that by the time this session of students has fought together, they're not going to benefit -- it will be the other students who will benefit. You spend all year fighting for it, and you're not going to be able to use it. I think we should have more say in some of the things, maybe not the higher things, but maybe some of the courses. It may be a trial and error -- it might make them better, it might make them worse, but they can always go back to what they had before. Maybe we could change it for a little while.

So it's pretty difficult to express that kind of a complaint and get anything done about it.

Right. I could write on this piece of paper and hand it in. He might call me into the office and talk to me about it, and then just shove it under all the other papers.

It would sort of just get filed away, and forgotten.

Right. If we really wanted to get anything we'd have to go out and have a thing like the Amchitka Blast, and have a big protest around campus. It doesn't really......you get noticed, but you still don't get very far except for people getting hurt. The channels are just not open. You can talk to the head man, but whether you're going to get through to him is a different thing. You have to have people who are going to be able to convince him, and that's hard.

Well, would you see this, then as being one of the major problems, or do people not worry about that too much?

Well, I haven't been myself, and I don't think people around here have been worrying that much about courses, or how to make them better. I know there are a lot of things that should be made better but I don't think that anybody has taken the time off to do them. It's a pretty peaceful college.

What are some of the things that could be made better?

Let me see, some of the teachers, maybe more experienced teachers. Like I could go out and say -- 'I want more experienced teachers'. Well, you're just one student. It's not going to make a big difference. More experienced teachers, or maybe some of the courses the way they're arranged. From session to session, there's a big hassle. You see if you don't pass something in the first session and you need it to get something in the second session. You see you have to take all those things, and you have to pass one to get another, and if you don't pass that one you still have to take some of the things in the second session, you get all mixed up and you end up cramming all your courses. You go back to try and pass one again and you're slowed right down again. You're cramming so that you can pass that one in your second session. By that time you're in your third session because you've taken time out to pass the one again in the first session.

I can see why you'd be confused in that.

Even if it's your fault that you flunked, you still end up cramming all these sessions, and by the time you're taking your third session you're here taking an extra year, and that costs a lot of money -- even if it's your fault that you flunked. It's partly the student's fault, but you end up cramming -- and there's got to be another way. I see the people that have flunked Math 10, and have gotten into Math 20 (this is on high school basis) and have passed Math 20 but still haven't passed Math 10.

So they have to go back and take Math 10.

Right. But they've passed Math 20, which is the next up you see, and they don't even need Math 10. And it's the same thing here. You have to pass Biology here to take Health Nutrition or Animal Husbandry, or something. I could flunk Biology, but I could go into Animal Husbandry, and it could be really interesting and I could take that and pass it with an 80%, but I still don't have my Biology about genetics and things. Do you see what I mean? And yet, they say, 'okay you've got to have Biology, or else you can't take Animal Husbandry.' It has no relevance because it might be just the basics, but if you're interested in one more than the other.....

Well, let's get along a little bit to the sports and recreation, and the facilities that are provided in this way -- gymnasiums, equipment and time -- for sports. How do you now feel about these things in relation to this particular.....

I think athletics out here are really fantastic.

Really good, eh?

Yes. I don't know about other colleges, but here it's really good. It's got highschool beat because highschools have so many classes, but here we haven't got so many, and the equipment is -- well, if you need equipment you have to go through the government again... I do a lot of work over in the Phys. Ed. office -- I help out a lot. You have to fill out maybe 8 forms, send them in to the government, and then by the time August rolls around you've got your equipment. Ken's just getting stuff now that he ordered in August -- butts for archery, and some lacross sticks, and volleyball, and he just got them now. He ordered them in August. Getting the equipment here on time is the hard part. The government is so hard to get to, there are so many forms to fill out, when really I don't see why you couldn't just walk in and say 'we need three volleyballs' -- why can't we have them, even if we pay for them. But the equipment here is really good. The government really takes care of the gym, and we've got rings, and stands and mats..

So in general the equipment is not really a problem,

Except getting it when you need it. And if you don't have the equipment, this makes your athletics fail, because if you don't have the equipment you can't run proper athletic field.

Well, then for someone who is as athleticly inclined as you are that would come as quite a high commendation.

Yes, because you have to have the equipment. If you don't have it, it goes back to where I say -- practical. You can sit there and tell the people how to use a bowl, but until they pick up a bowl, learn how to string it, how to fire it -- it's two different things. Telling them how to play soccer, and then getting them the ball. If you don't have a socker ball I could tell you all about soccer then I could give you a ball and say, 'okay, go to it. I just told you how to do it'. But when you've got to put your feet into action, that's a different thing. Like anything, you have to have the equipment to work with.

But you think that basically the equipment is pretty good.

Yes, it is. They might need some more mats, like for doing gymnastics. They've only got I think eight mats, and they need quite a few mats to do that, but generally the equipment is good.

What about the other leisure time activities, special interest groups and clubs -- things like that?

There aren't too many clubs right now. I think the only club there is right now is Rodeo Club in Agriculture. There was to be a Drama Club, but I don't know whether it has started. And then there's this rap session - it's called "Rap with Reason", you can go and rap and you talk about various things. There's a topic put up, and you go and give your views, you can really get into some heated arguments. They're talking at eight tonight on "Sin" - you go and talk about sin, in the chapel over there-

Wow

The chapel might be an appropriate place. That's where they have all their sessions. It's a quiet place, and you can go there, and you can really get arguing. You get seven people together and you really tear them apart, then they tear you apart. It's that type of thing -- a rap session. You really get down, and you really find out a lot of things about other people and about things. That's a good club. And there's a jukebox downstairs, it gets used fairly often when it's working; there is a pool table and a shuffle board. Every other thing that's done is inter-mural. I'm on the inter-mural committee too. You do like flag football, between houses -- I guess you could call that a club between the various houses, and you've got a lot of competition in the school itself. Like this Friday, I think the social committee is getting together with the Phys. Ed. committee athletic council, and they're going to charter a bus, and anyone who wants to go to watch our basketball game on Friday can go on the bus. Then after that they've made reservations at the Capri or something, or I don't know whether they're going to come back here for a party, so it's really good. The leisure time is really quite good around here. You can go into the gym just about any time by yourself and ask for the keys, and Ken will give them to you. You can get a basketball. Like say you're the only person in the residence, everyone else is studying, and you want something to do you can go down and ask for the keys and get a basketball, or a badminton bird; or a couple of you can go in and get them.

So there is a lot of free time when you can use these facilities.

Yes. You can use them, and this is something that you can't do in the high schools in the city. Either you're in class or you're doing Phys. Ed. (which is a class). When it comes up that there is free time, there is practices for basketball...there's that here too, but usually you have free time between classes and practices. So it's really good.

It sounds like there's something for everybody. I have a check list here of basic human needs, and I'd like you to just sort of read through them and see if these are things that are being provided for or encouraged to be fulfilled by the institution.

Just check them off?

No.. just sort of mention the ones that you think are not met.

...are not met here, you mean?

Yes.

By 'overcoming obstacles'- what do you mean by that? If you have problems, you go to the dean? It's number one on the list.

No. That's sort of like doing it yourself. Like doing things that are hard.

Do you mean does the institution help to overcome obstacles, like studying if you have a study problem?

Yes.

I think the first one - overcoming obstacles - the institution helps you overcome some obstacles but with all the leisure time there is when you could be studying, there's an attraction to go and play basketball - there's a conflict there. I don't know how any institution could really help you overcome obstacles unless you have tutoring -- somebody down your neck all the time telling you to study.

Well it's just sort of the good feeling you get when you've accomplished something that's difficult.

Making friends -- that's really easy around this place, and I'll tell you the reason why. It's a lot easier to make friends in this college than say in N.A.I.T because of the size. I think the smaller the college, the easier and the more fun you have. Like in N.A.I.T. or the University of Calgary, or any big institution you go there and you maybe know people in your classes and some other people, but you really don't know all the people, and here it's really fantastic because you know everybody and everybody's your friend -- nobody's against you. It's really easy - there's only 400 students here, and I think it's really good to have a college this small. It might be cutting out a lot of other kids from coming here, but I think a small college maybe 400 or 500 is just right. It's small and you get some work done because it's not so big, and you make friends so it's much easier.

So that's one thing that's good about it.

Yes. Because it's small. And you know all the teachers because it's small also. If it's big, like the University of Calgary then you're not going to get to know many of the teachers personally. It's small, and that's why it's good.

For resisting influence or coercion? I don't follow number three.

Sort of a general thing of independence, making your own decisions, not being forced into something that you don't really want to do.

I don't think that they do that around here, not really. I haven't been forced into going to classes or forced into really anything.

So you're allowed to make your own decisions.

Right. If you don't want to go to school, you can quit school. You don't have to go to classes, they don't really force you to, or twist your arm. They might give you a little bit of advice, but that's about it.

No comment about No. 4. What about "exploring and asking questions" - is it the institution asking you?

No.

You exploring them. I don't think there's much of that.

It's not encouraged?

It's like what I was saying about standing up to the administration, but not anybody stands up to it. But maybe in residence, like for something that is really going to do you good, like for visiting or something, then there's a lot of exploring problems. The girls wanted their adult privileges, and everyone wanted their visiting hours, and liquor; we got the liquor that one night for cocktails and it really went over good. In the residence there's a lot of exploring problems and a lot that they fight for. But when it comes to classes or big administration it's not really that explored. They just sort of pass it off.

Attracting attention to oneself - who, the kids ?

Everybody.

Like how?

Well, this is just sort of a thing that most people feel that they need. Most people feel that they need attention.

Oh, you can get a lot of attention around here because it's a small college. If somebody has a problem, all of the kids help out, they all have advice for him, and usually it helps. The deans are really good about that too, in the residence.

Yes. That's part of the next one, too then. Explaining and demonstrating. This also involves helping others.

Sure, there's a lot of that. Because everybody knows everybody. And if you're acting strange one day, they know you, and they know that's not the way you act, and they come up and say, "What's the matter?" There's a lot of that around here. It's really good, and it really helps out. And you wouldn't find that necessarily in a big college, not from everybody. I mean one person could care less if you had problems, but around here it's all for one and one for all type thing because it's small.

Avoiding failure or shame -- there could be a lot of that - I don't really know. I don't know if I'm avoiding failure - I think maybe I am. In some sugjects I don't really try, I guess. That's mostly because of teachers - I get really bored. I could really care less whether I passed it or failed it. I guess I'm avoiding it in some cases...don't want people to know. Being tidy - organizing. Organizing - do you mean like groups?

Yes. But organizing not just people, but yourslf, your studies, your own personal time.

Oh, yes, sure. I keep my room really clean, and I take my notes and ke them in order. Also I organize a lot of clubs, like I myself organized our hallway - don't call it that way now. We got something going there, not just organizing everything. I'm really in for that. You see, I come from the city with all my Phys. Ed. and I know. I come here and it's not really known, and I can really do a lot of good work here. Like I can really get things going because I know. I'm on the Athletic Council, I'm on the Inter-Mural Council, I'm on the basketball team - I've got everything going for me - sports you know.

So you're really pretty well organized.

Yes. Today I'm doing that football pool for the Athletic Council, and oh, man, I'm involved in just about everything - track and field, cross-country team as well, organizing and everything so that's quite something.

Relaxing - there's a lot of time for relaxing. I watch TV.
Amusing oneself - well, go down to the bar on Thursday night - everybody

goes down to the bar. I think if it wasn't for the college kids the bars would go broke; we call it "suds" night. That can be part of amusing yourself. You can go down and have a lot of fun. Relaxing - there's always time for relaxing. Number 11 - I never ignore anybody, I never exclude anybody either. I'm not that type of person that goes around saying oh, Joe Blow he's no good, because he can't play basketball. I think everybody is trying as hard as they can. From the Phys. Ed. point of view, one guy's a super athlete and the other guy's still trying, but he's not as good. But I might give them both the same mark, if they try. Then there's the guy that could be really good, and he just sort of slops off. He's going to get zero, but the guy that is lousy and tries is going to get the good mark. I don't exclude or snub anybody off. Explain number 12 to me - "seeking and enjoying sensuous impressions."

It's just sort of enjoying things from all of your senses - like music would be one thing, color, light.

I have some colored -lights in my room, by the way, and different things. I do up my room that way, I always have. And music I love. I love going to dances because I love dancing and music. I think maybe the men's res. should try to invest in a stereo record player, or something like that and put it in one of the lounges. I know the girls have one. Maybe we should go over and steal it one night or something. I think the men's res should have something like that because I really love music. I could sit down and listen - I've got tape decks and speakers all over the place. I could sit down and listen to the Beatles or Janice Joplin or anybody -- just sit down and listen with two speakers -- really nice. Music, I love. I love "being recognized for achievements"- like if I do something good

I love having my name in the paper. I guess I'm that way.

Do you get this kind of recognition here?

Yes, I do. Mainly because I'm so athletic. Basketball, cross-country - I was number 1 on the team and got my name on the paper. I love being recognized. It might sound conceited or something..

Oh, no. Everybody likes that.

But if I do something well, I love being recognized for it. But I don't try to go out and be a star myself. When I play basketball, I would rather give the ball to somebody else and let him make the points. I feel you have to play as a team to win. Even in yourself, your muscles, your breathing - everything has to work as a team if you're going to win - this is what I feel. And if it turns out that I play well in a game, well then I play as a team. I'd rather pass the puck to somebody else and see him score, I'd rather assist him than maybe trying to hog the puck and go and score myself. I love to just play as a team, because that's the only way you can win - to work as a team, or as a country - understand the game in Canada. And if you turn out to be more recognized in that game, or if you sort of stand out in the game, then that's fine too.

Analyzing, defining, synthesizing information? Number fourteen?

Sort of putting it all together- like especially what we're thinking of here is your courses - all the information in a course, and then all the courses; You know just putting it all together.

Putting it all together. I think that's pretty hard to do right now when you're just starting out. But maybe after a year or so you might be able to start fitting them together. It's just like taking a tractor apart and putting it back together. At first you might do it wrong, but after you have to do it a couple of times you're going to be able to put it together. It takes you a long time to put things together. If you're working on a problem of your own, say a boyfriend or something, you have to sit down and work it out four or five times before you can finally put it all together. You know, why did this happen -- and think about it, and put all these reasons together and shake them up, and after awhile you have to put it all together before you can find out what's wrong.

Yes. Well, I think that just about covers it then. Do you have anything more that you'd like to add?

Well, a further interview I wouldn't mind. I like to sit down and talk about things like this. And on the whole I think that this is a really fine campus, as long as it doesn't grow any larger or things happen to jeopardize it, it will be just fine. I think it's really good. It's modern, that's another thing that's really good about it. That's about all I can add. Also that I hope this interview does some good.

I'm sure it will. Thanks very much.

VERMILION

#72 Vermilion.

To start with I'll ask you what type of a program are you registered in?

Officially it's Renewable Resources and Land Ecology.

And what is it unofficially?

It has to do with land and raw materials, conservation and so on.

What stage of your program are you at now?

I've just completed my third session - one more to go.

So it's a two-year program? What do you plan to do when you finish?

Oh, it depends on how employment things go, I think after Christmas, when everyon's budgets and that sort of thing come out. Probably find a job through government, I imagine. That's the area it pretty well involves...management, resources, and that - regulations.

Yes. What sort of counselling did you get before you entered the program, or did you have any?

Very little. It was all pretty haphazard, actually.

Pretty well your own decision?

Yes. Originally I went to Olds, and I knew that I'd go through Olds, and then to here perhaps, to finish. I wasn't too sure, but I knew the area I wanted to get into. Like down there it was called Land Resources, and was actually similar, except for the Wildlife end up here.

You had just a very vague....

Yes. Last year was more so than now; I'm sort of finding out more what's going on.

Why did you decide to come to this type of an institution rather than take a different course at a different type of a college?

Because, one thing, I like the small colleges, fairly small. Like going to UBC, and that sort of thing - I didn't want to be a number. But now I might change my mind - I might go there still, you know. And because I couldn't get what I wanted in B.C., you see - they don't have Agricultural Colleges in B.C. as such, and I would have been four or five years there for just an Agricultural degree. I wanted to get into it and find out what was going on before I put in four or five years.

Well, why did you decide on continuing your education rather than getting a job?

I don't know. I'm not an 8:00 to 5:00 worker, I imagine. What was around me, I could gather with the knowledge I had. I was finished highschool and took a few courses, and that; crafts jobs didn't really appeal to me so I thought if I worked it right I might get something along these lines.

Okay, can you just sum up for me generally, then and tell me the reasons for your entering this program?

Probably it was a change, for one thing. A change of location, would probably mean I would have to work. Because of the new area and I'd probably get involved in my studies. And then because it was only two years, that's what I was looking for when I started - two or three years. This was as close as I could get, looking through calendars, and that sort of thing, with the resources that I had.

Have you had occasion to check into the vocational guidance facilities here, the provision and adequacy of information on other programs, job requirements, job opportunities....

Do you mean, have I had the opportunity or have I made use?

Well, both.

I really haven't, no. Because I sort of know the other areas through other students, and that, by talking to students from the other small Agricultural colleges. And this is the only one that is interesting to me now.

What about job requirements, job opportunities?

Yes. They're real good here actually. That's one thing about smaller places, you can get through to them. You get to know the counsellor, the guy who is supposed to be handling it. Like here I plan to see him right after Christmas and he knows I'm interested, so I'll work through them.

Fine. Let's look at your courses and your instructors.

Pretty good on the whole. I imagine wherever you go you find some that aren't -- you know -- in certain areas. They're good, on the whole, I would say, really good. A lot of them are teachers here through choice, not because they have too. They want to teach here because of the environment, so they're real good.

Do you find that you're getting out of your courses the things that you wanted?

Yes. It's hard to know what you're supposed to be getting out of it, when you're still a rooky in the whole area. You can't just go in and say, 'Well, let's scuttle it'. But you know, I've learned an awful lot.

Is this what you'd expected?

Yes.

Do you find your instructors are usually available at times other than class times for students who have particular problems.

Yes. That's one thing about getting back to small colleges again, one advantage over a bigger institution. I did that just the other night - I've gone over to their own home and worked things out.

Yes. This is an interesting set-up around here with all these houses. Do all the staff live here?

A lot of them. Some of them live in town, some of them live here. But on the whole they're pretty easy to get ahold of.

And then the other places are dorms?

No. That's all staff. Like they run the farm here too, so there are places for the farm manager too. I don't know exactly how it's done.

But there are dorms here.

Yes. This building you're in is a dorm. This is the administration building and there are dorms on either side, and the cafeteria is right below us. It's an old building, but it works.

What about the auxiliary services that go along with your courses, things like labs, library, field work?

I'd say labs are lacking here, lab procedure and that sort of thing. Just the whole atmosphere of a lab -- you know what you're expecting, but in a few courses like chemistry it's lacking there.

Are the facilities adequate?

You mean as far as equipment is concerned?

It's here, but in a lot of cases it's not put to use.

I see. What about the library, then?

There's nothing there at all. They're getting a few books in now -- I imagine it's budgets and everything, but if you really want to do a lot of things, you might as well head off to Edmonton.

Yes?

It's the same thing at Olds - people had to go to Calgary. But I don't know how many students would make use of it, anyway.

I see. What about the use of field work and audo visual aides? Do your instructors tend to make use of these things?

Yes, fairly well, I think. Like in this climate it's pretty hard to go out and do a lot of field work, but when it's good I've been on geographical and soil trips, and field ecology things. When I go into the next session that's when I'll have to get out -- like when you go into general managerial courses where you have to get out. And some of them have survey courses and things like that that take you right out for three weeks.

Is the library a good place to study?

Not the library itself, but there's a reading room right across from it which isn't bad. I sometimes fall asleep in there, so it must be pretty quiet.

Are there study areas other than the library?

Not right here, no. Like we use the animal science building that has a library in it - it's actually just a small room. And we use the classrooms that are empty in the evenings. But in the dorms there's no way you can study. At Olds they had study areas in the dorms, and things were quiet around exam time. It was a newer dorm, so it was better there. But if there was a building open, like farm science, I'd tend to go over there, because I can't study when there is a radio sounding off -- tnat sort of thing.

Yes. I think a lot of people are like that.

So you're always wandering from the new building to the building where the classes are, to study.

Can you comment on the way grades are allocated here, the grading at examinations versus course work, in making up a required grade?

That's usually determined by the individual instructor, I think. They give them the borderlines, usually the classes are quite small, and the instructor I think has an idea of how he wants the courses set up and how he wants to mark it, but if there are any objections he'll change it. Like a lot of the courses in different areas are marked differently, but I think they try to grade it over the whole area, the whole session, which is the way it should be, I think instead of having a big exam at the end. Because most courses are such that this is the best way to mark them. So they're good that way.

Good. Let's look now at the area of student government - student participation in the democratic process, and students having a say in the decisions that affect the entire institution. Can you comment on that with respect to your student government here?

Right here now it's fairly good, but they don't approach you over major issues. I don't know if any have come up because I'm not involved there myself directly. But something may happen - typical events like dorm things they'll get together and do it. They're handled quite well. But since I've been here nothing has really come up of much importance. They don't seem to bother too much the way things are, they just go along with them.

Do you feel they should go beyond these sort of minor issues?

I think so, yes. Especially here where you get to know and are so close to the administration. You can just walk in. It could be quite effective in this place.

But this isn't done?

Not a lot, I don't think, as far as I know.

How is the communication between the administration and the student body, both ways?

Quite good. They're always open - better than a lot of places, I think, because you can get right in. If you want to see the top man, Mr. A.B.C. here, I think you'd get a chance to see him even if you were just an ordinary student, which is good.

What about channels, then, for expressing students' complaints?

Fairly good. You have to go through the usual rigamarole, you know.

A lot of red tape?

Not a lot, it has to go through the regular procedure to get to them, but I think they listen.

Does it result in action?

Sometimes, I think. Like last year at Olds (I spent four years there) we got a lot of things done there. I feel that was really effective down there. And I think the same thing could be done here because it's so small, and it shouldn't take long.

Well, let's look now at the sort of leisure time things - sports and recreation. first of all, sports. Can you comment on the facilities that are provided in terms of space, equipment, and time?

As far as space and equipment go, well it's a pretty poor year. The gym in this old building was built sixty years ago, or something. I play basketball, and to practice. We play our home games downtown here if possible in the highschool gym, which is better than ours, and worth mentioning, I think. Any other sort of facilities for gym use are quite poor. A lot of it is done through the students themselves - there is lack of funds, so they are raising it through projects, or just through th little sum they charge as a fee. Like I've been down to the main office and the whole bit, and most of that is where supplies come from. Everybody is just skimping along.

So this could be improved.

Oh, yes. Even the recreational staff and everything - like there is a Recreational director here, but he doesn't do that much as far as I can see. And it's a lot of a staff member coaching, because they've always played at sports and they're good so they carry on. It's sort of like the highschool thing, and I think it should be above that by now. But because of the money situation I think that's the only thing they can do. They can't just hire a coach to come in.

What about other sorts of leisure time activities, special interest groups, clubs?

That's quite open. A lot of students are gone on the week-ends here, it's pretty well empty. But there are a few things. If you get a group together it's pretty well half the student body. So it's pretty difficult to find enough people interested in any thing to make it worth while.

So this is lacking, but it's not particularly needed.

I don't think so. I think if it was needed you'd hear complaints. There are facilities here - there are rooms and places where you could have different clubs. I think there's photography, and that sort of thing going on.

Okay. Well just in general now we can sort of sum up. Can you tell me what areas you feel most need improvement? What are your gripes? Is that a hard question?

It's pretty big. For one thing there could be better use of the equipment; the effect of this could be to pick the school up in general, like it always does - if you have a good place for people to let off their energy, proper organization and equipment, like a whole new field house, you know. I think they have plans for that here, but when they'll come through ....you know..... And I think a lot of the courses could be upgraded - the strictness of the course --

Made a little tougher?

Yes, in a lot of cases. Prerequisites to get into this place are not that high. They should be at least graduation from highschool sort of thing, you know, and they're not. People are now slipping into other courses, so that they have to drop the course to their level. You may get ten people in a class, and five of those are just sort of slipping into other places, and the other five could handle it a little tougher. So the instructor can't really pour on the material. If they've been let in, the instructor has to teach it. And there's a lot of that because there are such small classes so it's hard to just cut somebody out of class.

You would like to see then, a little stiffer entrance requirements.

Yes, I think so. Or at least when they get here and get them into courses, they could find out whether or not they can really handle it instead of babying them along for the first year, sort of thing. There are a lot of different courses down here too, like secretarial, animal science, technologies, two year courses. There's a lot of people think that these small colleges are just a joke, you go there for a lark. But it depends what you want to get out of it. A lot of them get through without doing anything, you know. I feel that they should have to put something into it to get something out of it. If they think it's just a lark, they get by, and they pass, and one paper looks the same as another; but this is not good. I think a lot of them would pick up if they thought they were not going to make it at mid-term, but they know that they can just sluff off. There's too much boderline business, you know.

Is there anything else that you see that could be improved?

As far as physical facilities, like buildings and things, I think everybody is aware of that sort of thing - just waiting for money, and hassling and that. I think it would encourage a larger enrollment somehow. Here it is probably half of what Olds is, and I think Olds is a good size - about 500 or 600 students; here it's going to be a full length session, but they have some kind of Manpower business coming in, but like with two year courses they're going to have students around. Like here, they're almost to Saskatchewan -- like I wouldn't have come up here, unless some place I could have got the course. Because you have good instructors here, and everything else, but like people are more apt to go to Red Deer or Medicine Hat, or something like this..

The larger centres.

Yes. I don't know what their circumstances, but out here for courses like myself it's far superior to be taking courses way out here where you can get out on field trips and that sort of thing. Like at NAIT they're teaching the same course as I'm taking, they just started it, so I'm likely a year ahead of them. But I was talking to a fellow who is taking it, and like right in the city how can you get out for a three-hour field trip. Here, you're right out and there are farms around, and some of the instructors own farms, and there is this provincial park over here, and things like that. For my own line, I know, same as Animal Science, they're right out here. They go out and follow the different operations all around; they can give them the better ones and the poorer ones.

Right. You sort of get a better education.

How could you do that at NAIT where all you do is watch the planes come in? In some courses it's fine where you do lab work, that sort of thing. They can attract the students because of the city, but there's too much competition between NAIT and all the Junior Colleges. Like here, they're scheduling a community college in Lloydminster now, so there's no way of increasing enrollment here for a long time. There's too much of that; that's why they're so small. Like secretarial - you can get that anywhere; animal science - they teach it at Olds and here,and they're both along the same lines like livestock production and things. That's what I've found.

Just in general then, would you say that you are quite satisfied with the college and with your programs or not?

I'm fairly satisfied, but not entirely. It's enough, but I think they could put a lot more into it. I'm not looking at the employment area, like when I get out how is it going to be to get a job - I'm not concerned with that. Like I feel that they just sort of give you the basics and then you go out and they can train you and that sort of thing. I won't know till I graduate. After you graduate you'll know what was needed, but while you're here you don't.

Well, I think that just about covers it unless you feel there is something more you'd like to add.

No. I think that's just about all.

Okay, thanks I think that's just about all. It's been very helpful.

FAIRVIEW

#139 Fairview

The first thing I would like to ask you is what type of a program are you in?

I'm in first year Agriculture.

What do you plan to do when you finish?

Well, when I finish I have in the back of my mind -- my main object is to go farming - not right now; I want to get out and hold down a job of some sort - a good job I hope. That's the reason I'm here, for extra training in the field of agriculture. I was raised on a farm; I'm the last boy out of five, and all the others have gone working out, so I guess I'm stuck with the home farm. That's my main goal in life - to be a successful, educated farmer.

Can you give me an idea of what your reasons were, first of all for coming to this college, and secondly for choosing the particular program you are in.

Well, I was born and raised on a farm, and I always liked agriculture, and animals; I liked working with machinery. I always had figured that it was a real challenge to farm and to try and produce something off the land. The reason I came to Fairview is because I live seven miles out of town.

That's very handy, then.

I just drive back and forth to school.

So this was a logical choice.

Why did you decide to do an Agriculture course at this college, rather than go to University?

Well, I only have a high-school diploma, and I considered going to N.A.I.T. but I didn't give it really much thought. I didn't really decide on going here until the Dean of Men came out and recruited me.

Was this the only sort of counselling that you had received before you decided to come here?

Mr. P.Q.R. had visited our school last year about half way through the second semester, and he told what the Fairview College was like, and what different kind of courses there were. He told us that the college was here and the kids were not using it; everything is here that they want. But most of the people go to Edmonton to take the same kind of a course; I guess just to get away from the old surroundings and visit new people. But I figured I'd come to Fairview - the college is here, and it's for me, so there's no other place.

So you really had no lack of information about this college before you decided to enroll.

Well the first I knew about what they taught at Fairview was on my last day of highschool; other than that I didn't know what was going on here.

Did you feel that you could have used some information about the college before?

Yes. I've driven by it for the last eighteen years - almost nineteen years; I often wondered what in the world went on, and if the kids had to work hard like they do in highschool, or is it different.

Okay, well let's look a little more closely then, at your program. First of all can you just tell me in general how you feel about your courses and your instructors?

Well, there are a few courses that I feel won't be of any use to us in the future. It's hard to tell, though.

What sort of courses are these?

Well, something like Genetics, Botany - they might be used some, but not to the depth you learn it. And the type of Economics that they teach wouldn't be useful at all, I don't feel, to a farmer. But it's pretty hard to tell in the first session because everything was really general. Botany and Accounting were the only things that we delved into. Farm Machines were things that a farm boy would know already. I probably gained something from it, but really I don't think it should have been counted as a course, it shouldn't even have been taught. Economics was to do with common markets and marketing, and markets in Canada - not of the farmer. It's something that a farmer can't touch down on, and he can't affect it in any way whatsoever.

So some of your courses, then, you feel there wasn't too much of what you want. In general do you find, though, that your instructors are good teachers?

Yes, I think most of them are -- well, they have the qualifications -- they would have to have. But in general they're fair teachers.

Do they generally tend to be available at times other than class times to help students that are having problems.

Well, yes. Like here they've opened a lab for us in our spares; and we visit with them after school and during breaks. They're more willing than the students are, to come and visit them.

What about auxiliary services connected with your courses, things like the library, field work.

We didn't have any field work - it's pretty hard to in the winter time. But for Farm Machines we had machinery in the shop. We had different types of labs in Botany, and they have real good equipment for labs. But as far as the library is concerned, they have nothing. At highschool we had 150 highschool students, and about 200 elementary students and they were all using the same library, and we had at least five times as much as they have here.

So there's a lack of books, then.

There is, yes.

Is the library a good place to study?

Sure, there's not many people in there.

Are there study areas, other than the library?

The boys can go to their rooms, and there is a spare room in the east end of the college for studying. Then if you can't study in your room in the evening - if there's too much racket - you can always go down to the infirmary and study; it's always quiet there. I wouldn't know in the evenings, but in school there's quite a lot of studying done, but there's also a lot of talking done. But then I guess that's part of learning.

Yes, well you can't do without the social life.

Can you tell me a bit about the grading system, then - how your instructors allocate grades, taking into consideration your term work as well as a final exam, if there is one?

Do you mean percentages?

Yes. Just generally, how do they do it?

Well, they base the final exam on between 30% and 40% of your total mark. Labs are around 20%. They had class participation about 5%, quizzes 20% and mid-term exam 20% - somewhere around that. I don't know if that adds up to 100% or not. They mark a lot easier than they do in highschool, I found.

But in general, most of your final grade would come from term work?

Do you agree with this?

I feel that more should be on term work and class participation and less on the final exam. Because you can fluff along all year and write a good final and make the course - 40% for a final exam is quite a bit. But it might also give a poor student a chance to'pull up his socks'. For a student that really wants to learn he'll get good marks all through the year, and he'll study all through the year. A poor student will just crack down at the end. I think it's fairer to base more of the mark on your term work than on your final.

Just in general then, do you feel that you are getting out of these programs what you wanted to get out of them.

I won't be able to tell you until this time next year.

It's too soon to tell now, is it?

Yes, because the first year you have to see what you want to major in. That's another thing I have against it. We were told in highschool that the reason you're going to school is to get a broad outlook on what is available for you to go into. We came here, and that's exactly what they told us; and that's what the first year is - to give us a broad outlook on what we want to go into. I feel that you could come here and just take what they teach in the second session, major in it and get your diploma; then if you want to come back and take something else you could major in that. But the first year is just too basic, really.

So you never really get down to the 'nitty-gritty'.

In this session we're taking ten courses, and it's just four 45 minute classes a week in some courses. It's hard to learn that way, too. There's a little bit of everything.

Okay. Well, let's move into the area of student government, student participation in the democratic process. Can you just tell me first of all what you think should be the function of a students' union or student council in a college of this type?

Well, they have sports, social functions, bingo's; but other than the social committee itself other people aren't getting involved. I didn't have to pay student union fees when I came here because I'm living out, so I don't really have anything to do with the government of the shcool.

So the students' union, then is mainly for residents?

Right.

So you see their major function, do you, as being that of providing social activity as an extra-curricular thing?

I don't really feel it's the social committee - it's more or less the recreation director. I wouldn't know whether or not the students help him out.

Can you tell me just a bit about sport and recreation here at the college - first of all, sports - can you comment a bit on the facilities here in terms of space, equipment and time?

They have all kinds of space for the amount of students they have here. They have the equipment, and they have the time. The gymnasium is occupied every night of the week. They have a recreation schedule, and it's occupied every night from about seven to eleven. They have a pool table, they have shuffleboard, they have record players and jute boxes and ping pong tables; they have everything - everything but colored TV.

There's really no lack of sports things to do, then.

Oh, no. And then they have curling for those who are interested.

Okay. What about other sorts of leisure time activities, then - special interest groups or clubs?

I don't think that they have any. I didn't hear of any clubs that they have in the school. The kids around here don't join any clubs from downtown because it's just segregated, really. They don't mix with the kids downtown - the college is for itself, and Fairview's for itself. So there's no back and forth movement of the kids.

Do you feel there's a need for this sort of thing?

Oh, I think there's a need for it. They can get other teenagers' points of view in life, what they think life is; the college kids could advertise the Fairview college to the Fairview kids because they really don't know what it is about.

This must make it a little difficult for you, being a Fairview kid.

Yes, I have to have two personalities. I have to have the personality of a college kid when I'm at the college; when I go downtown I have to change into the old Fairview kid again. I think the real problem is that the college kids travel in a gang, say four or five kids; whereas the town kids travel in pairs, or single. If you ever go to a college hockey game by yourself and there's about five college guys there, well they just turn around and freak you out. I don't think the kids even want to be bothered going.

It's sort of a snobbery then?

It always has been that way in Fairview. I went to highschool last year, and we always had a negative look at the college kids. I don't know - maybe we haven't got the freedom that they have - they have quite a bit of freedom and they're taught to think on their own, and do what they think best, whereas the highschool kids - well it's sort of 'mummy and daddy, you do what they say, or else'. Maybe it because they're jealous of the freedom that we have here, which they don't have in highschool.

Do you feel that it would help to have activities that both groups could participate in?

They do have scholastic basketball, where the highschool plays the college; last year they had floor hockey where kids from the school used to come over and play in with, and on the same team as the college boys.

But this doesn't help?

No, it doesn't seem to.

If a group of students at the college wanted to start a club on some special interest, would it be possible for them to do this?

Oh, I think so. The instructors and deans are willing to do just about anything for the kids.

Would it be possible, then, to bring in highschool students also? Would any club that was formed here be exclusively for college students?

Probably would. Because I think the instructors want to think of the college as a school, and that's all. Just like the difference between the University and highschool, there's a gap there; and I think the instructors want this gap to remain, so that the college will stand out. Otherwise if they get involved with the highschool students, highschool and college would sort of acquaint together and there would be no real difference. Really, it isn't that much different than highschool, but the instructors would like to think that it is.

It's a shame that they can't recognize this. Okay, well, getting back to the students' union, do you also feel that one of the functions of the students' union should be to communicate between the students (the student body as a whole) and the administration and staff?

Students are trying their darndest to get the staff involved in their activities, but if a staff member says he doesn't like shows, and he never played basketball since he was in grade nine, then there's no way that the staff will get involved with the students and their activities. But we have a floor hockey league here - we have special teams based on what faculty you're in - you're either first year Ag. or second year Ag., or Mechanic and these teams have interested the staff - they're right in with the students.

Do you feel that the staff and administration are open to feedback or criticism from students.

Yes. They are, because we criticized some of the courses and they did take action.

What are the ways in which you would go about expressing a complaint?

Well, first of all we would discuss it amongst the students in the class. Then we go to our Dean of Men, and then from there on it's up to him to arrange with the instructors. If he thinks our problem is valid, he'll help us.

If he doesn't think your problem is a valid one, what would be the next step, then - just forget about it?

Then we'd go to the instructor.

Directly to the instructor?

Yes.

Well, if I could just get you to summarize then I'll ask you to tell me then what you think are the areas you think are most in need of improvement what would you like to see changed, if anything?

Do you mean with respect to courses?

Anything to do with the college - parking, cafeteria.

The cafeteria - I want them to change the food; give us something better to eat other than weiners and macaroni.

What did I miss for lunch today? I didn't have lunch here today.

You missed weiners and potatoes, then we had some sauerkraut -- you picked a bad day to be here. Oh yes, we had tomato soup, chocolate milk, and for dessert we had about a quarter of a banana.

So you'd like to see some improvements in the cafeteria?

Yes.

Okay, what other sorts of things can you think about that maybe could stand some improvement?

Some of the courses. There are two courses here - Phys. Ed., which we took last session, and we have Recreation. I feel they could put the two together, and really teach something. Phys. Ed. was just doing other things, and recreation is planning different kinds of activities. They could put the two together and make one course out of it. I feel in the second session they should drop a couple of courses and have about seven courses instead of ten; or take some out of the second and put them in the first and sort of balance the two sessions.

You feel that the second session is too heavy, then?

It's a lot heavier than the first year. It's supposed to be the heaviest of the four - so if you make the second session you're going to just about know whether you can make it or not.

You've mentioned things like student involvement, and college involvement in the community. These are also things, I think, that could be improved.

What goes on here, and what goes on downtown - you just don't hear of it around here. It's such a change from highschool. I went to highschool in town here and everything that happened downtown you heard of in the school. The first couple of days I really missed it around here. You just don't hear of anything that goes on downtown, here. Maybe one of the main reasons that the college is separate from town, is that the merchants are told to watch out for the college kids for shoplifting and such things. That could be the major problem.

So really the college is not involved in the community.

Well, it's getting more involved now. They have these Manpower courses, up-grading for the farmers, and it's only now that the farmers are getting to know what they do around here.

So it might make them a bit more tolerant towards the college. Okay, I'll turn that last question around then and ask you to tell me what you feel are the best features of the college.

The best features are the buildings that they have here, and I don't feel that they are used to the full. The animal science building is sitting over there, and probably about 30 kids see it each day, 15 kids some days. They have two lecture rooms, and facilities there for 50 kids, and there are just 13 of us. My brother came here in 1964, and I was just looking back at his report card. In his classroom there was up to 50 - 52 kids, and now eight years later there are 13 kids. It's quite a drop. It seems that Agriculture is on its way out right now, or it's facing a depression.

Oh, I would hope not. My father is a farmer. Okay, well I think that's about it then, unless there's something more that you would like to add.

Yes -- when are they going to build a new dorm. for the boys?

I don't know. You think they need one?

Oh, yes. It's pretty broken up. They built it in about 1950, and planned it for twenty years.

So it's time for a new one?

Yes, and I think they need a new one quite badly. The reason why I'm driving back and forth is that it's cheaper. And I think I get more studying done. I'm not directly involved with all the other kids. I don't have a chance to fool around much because there's only two kids at home. I think I'm better off there - I get better meals, and I get to sleep.

Okay, well that's just fine then. Thanks very much.

CALGARY AVC

#80 Calgary AVC

What sort of a program are you registered in?

I'm registered in Business Administration, or Business Ed. I guess it's called.

And what do you hope to do when you finish with this program?

Be a secretary, I guess.

Can you tell me what kind of counselling you received before you entered this program?

Well, I went down to Manpower and they suggested to me would I like to go back to school and I said that I hadn't really thought about it, but I was faced with the problem of probably working for the rest of my life, unless I ever remarried, which is something you just don't take for granted. So when they suggested this it kind of opened up everything new for me when I could go back to school. I'd been a waitress all the years I was married, and even prior to that - I'd done a lot of waitressing. It gave me an opportunity to work at night, you know, and raise my children as well. And so now that I'm alone, and I still have two children, this gives me an opportunity to learn a different trade, learn something else, go to school, and then spend evenings with my children, or at least have some time to myself in the evenings rather than work for five or six nights a week.

Can you give me in a very general way what your reasons were for entering this particular program?

Well, Manpower, as I say, suggested it in the first place. And when they suggested it, I didn't know whether I was coming or going - I'd had a bad upset in my own personal life, and when they suggested it it was basically a means to an end. So when I first came here the thought of going back to school scared the devil out of me, and I thought 'Oh my gosh, I don't want to go back to school'. But once I got over the initial hurdle of coming -- and it was just them saying that they could more or less re-educate me and put me into a business world rather than the nonprofessional world. And this gave me a great incentive - the fact that I would be learning something - it would be challenging, it would be something new, and that's the way I find it. I find it challenging, and a great privilege and a great honor to be able to go back to school. So many people can knock the institution, or knock going to school - even I think as a teenager they will knock going to school. But I think it's a privilege, a real privilege. There's not a lot of people who have this opportunity.

Right. Why did you decide to come here, then, instead of entering a college or a university?

Well, I didn't have the education to enter a college or a university. I had quit school halfway through grade nine, when I was thirteen. And since then I raised six children - five of my own, and I adopted one, so I just worked what with being married and raising a family. As I say, I waitressed at night to help bring in an extra income because my husband also wasn't a well-educated person. So what he gained was through knock after knock in the business world - the world that he was in, and he did succeed very well in it, basically. I guess in my own field, in waitressing I've succeeded very well because I worked myself up from just being a waitress in a diner or a coffee shop, up to lounges, to the point now where I still work part time - I have to work on week-ends, and I manage a cocktail lounge on the week-ends. But still, I don't want to work nights for the rest of my life - I still have a five year old and a fifteen year old at home, and I want to be able to be home with them if I want to, or take them out if I want to, or take them out myself. Whereas if I stayed in this business it's strictly a job for nights. I had wanted when I first came back to school, as I say I was kind of mixed up and when I first entered I entered as Business Ed. and then I changed my vocational goal to dental assisting, and I thought I'd really like this. I still think I'd really like it, but I can't get my Chemistry - I just have no head for Chemistry at all, so I switched back to Business Ed. I'm rather looking forward to it, even though the fact that 'will I ever make it, will I ever be able to type, will I ever be able to take shorthand,' and things like this. So I guess what you're asking me is why I chose this. It was opportune, and basically I guess it was the only one open to me, because I'd never really heard of it before.

At what stage of your program are you, then? How much of it have you taken?

Well, I started school last June - the end of June, and I did two months upgrading, so I don't know whether you'd call this my first semester. Anyway, I finished my grade X completely, as of January, and then I'm into Grade XI.

Good. Well, what about the vocational guidance then, at this institution. The provision and adequacy of information on other programs, job requirements, job opportunities?

I've never really looked into it that much. I'm type of person who I guess goes along with the tide. If someone says this is here, and that's there, and you're going to go that way, I never question, I just go. And this could possibly be wrong. The only thing I know as far as counselling, when I have needed to talk to somebody - like when I was in trouble with chemistry, and I felt that I was just getting no place, and I also felt very frustrated, and I came to the counsellors here and asked them if I could change. They did everything in their power to help me, and to help me decide which would be best. Other than that I haven't really had the opportunity to inquire very much, maybe because I'm older, and maybe because I feel as though I really haven't got a lot of time to spend in school. If I was twenty years old again I would probably be looking for all those opportunities or outlets ot whatnot, but as it is I feel I don't have three or four years to spend in school.

But in the counselling that you have had here, you feel it adequate, then?

Oh yes. I found them really great.

Good. Okay, then let's look at your program a little more closely. First of all, how do you feel about your courses and your instructors?

I have no complaints at all. I listen to complaints about some instructors, and about some courses. But as far as I'm concerned - the only thing I did feel was that in chemistry,I didn't see why you had to have chemistry to be a dental assistant, but I'm not the Power-to-Be, you know. Other than that, I have no complaints at all. MY counsellors, my courses, everything is really good. And if I ever got in trouble I could always go to the teachers and they were always more than willing to help, or show me the way around a problem.

Then your instructors are available at times other than class time if you're having a problem.

I've had my instructors tell me they'd even stay after school and help me if I wished to do this.

Do you find that you're getting out of your courses what you wanted to get out of them.

I think so. Because I never really thought of what I wanted to get out of a course. As I say, I think I'm a wee bit blind, you know, and I used to think I knew a fair amount. Now I find that I was really quite stupid.... I'm learning an awful lot. No, it's great. I have no complaints at all.

What about the other services that are connected with your courses - things like your practical work, the library, field work, this sort of thing.

I don't know about the library they have in the school itself, but the teachers or instructors themselves if they want us to do any library work or research work at all, they're right with us to give us the time, to even go with us. In English, we've been taught how to use the library, how to get the best out of the library if we're looking for information at all. And there again, it's been pretty good.

Well what about your practical work? Say in your typing courses?

I'm not there yet. I'm more or less just doing my grade X right now; I'm doing my grade X in math and social studies, and I'm doing my grade XII in English. There I was fortunate. I was able to go right through my upgrading right to a Grade XII course in English. So, as I'm not in typing I don't know.

Okay. How do your instructors tend to give grades? Say in terms of the term's work versus the final exam. How do they rate?

There again, I'm not an authority. I just took my up-grading and that was the only final exam that I had. I found the teachers very fair - more than fair in grading. I've never found them tough at grading, to the point that made it impractical for me. Yet I'm the type of person that the minute someone says 'test' I freeze. No, they're very good.

How do you feel that the two of these should be weighted - your term work versus your final exam?

I think it all has to be considered equally. I don't think that because you do well through a term when you come to your final exam -- I don't know, if you do well, or reasonably well all through the term, an exam shouldn't be that more difficult. If you're having difficulty all through the term and you find that you're having to cheat or do little extra things to get around, then I would think that you'd have trouble with a final exam. But ordinarily, as things as with me, I find that if I do run into trouble, I go to a teacher; he helps me with it; I then find that if I'm in a particular area of trouble and after they've helped me I can kind of work my way out of it; I don't believe in cheating - it doesn't matter whether it's in school or in an exam - because I'm only cheating myself. So therefore I have to learn it, and I have to be the one that answers to it, even after I get out of school. I have to be the one that knows. So I think that in all the way around - in marking - I really haven't found that much trouble.

Okay. Well, let's look now at another area, that of student government. Student participation in the democratic process - that is students having a say in decisions that effect the entire institution. Can you comment on this with respect to your student government here?

We don't have that great a student government here. A lot of times we have an awful lot of complainers, but I don't think we have that great of a student government here. But then, again maybe I'm from the old fashioned school where I believe I really have no say in the matter. I believe that there are people that are educated for this; that there are people that know and they know how to get you there, because I'm not the educated one. It's the same as me trying to diagnose a sickness in my child - I can't do that I'm not trained for that. And so I'm not trained to govern a school body, I'm just a student, and therefore I do feel that if they say, well this is the best way you should go - this is the course that you should take in order to get where you want to go, well then I don't think I have any right to complain.

So you feel then, that students should not have too much of a say in things

No, I don't feel that students should have a thing to say; in fact that's one thing I knock the whole school system for, even with my own children. My children, as far as I'm concerned, have no say in how the school should be run. I may be wrong, I don't know. But I feel that educators that know, and they know how to do these things...it's not the students who know, otherwise we'd be the educators.

Right. Okay. How do you find, or do you have any knowledge about communications between the administration and the student body as a whole, both ways?

I feel that there's a lot of communication. I think it's strictly up to the student. Personally I've had no problem at all. As I say, I've listened to people complain, and holler and whatnot; but they themselves are putting themselves into the program. They'll sit back and complain about it, but they're not trying to get through. They figure 'well, it's something that's given to me, and it's my right'. Well, it's not a right, it's a privilege. But as far as communication - I've had no problems in communicating with anybody. If I want something, I ask. I have found everybody here, especially in the administration and the teachers and instructors, have bent over backwards to try and help me.

Does your students' union act as sort of a gobetween in this communication business.

I have no idea even if there is a students' union here. And if there were I think I'd still go on my own. Because once again, they're the educators, I'm just the student. And I don't believe that there really should be a students' union. We have enough problems with unions already.

Okay. What about channels, then, for expressing students' complaints or ways of letting the administration know that you maybe feel that something is wrong somewhere?

Basically, I don't think there's that much to complain about. I might be the easiest person to interview that you've ever had, but I have no complaints; I am more than happy, and I'm more than satisfied. You can go through life complaining about something, but once again if I've had a problem, or if I haven't liked something I mention it to the person involved, and I haven't had to go through one student to get a step up higher. If I want something I can go and see Miss W. V. S., or Miss C. D. E . Miss W. V. S. is a counsellor here, and Miss C. D. E. would be, I would say, the principal of the school. Or even to my own instructor where I am having the particular problem.

You'd go directly to the source, then. Would you find this an effective way of dealing with a problem?

I have no complaints. Of course, I haven't had that great a problem. I tend to go my own way, you know, and do the best I can. If I have had something, I've just gone directly to them, and I've had no problem whatsoever. They've been more than willing to communicate with me, and to listen to my problem, and have been more than understanding about it. Of course, even in my own personal life I'm not one to go to the middle man. I go directly to the source.

Okay, well let's look now at extra-curricular activities - sports and recreation. First of all the sports. Can you comment on the facilities that are provided in terms of space, equipment and time?

Well, there again this isn't like a highschool I guess, where you have a lot of sports and where you have a lot of recreation. I know they have had volleyball games, and basketball games, and baseball games and things like that I have been invited to go to. I've never participated. I don't have the time. My own time is pretty well tied up with being the sole keeper of two children, and the keeper of a home, and trying to get an education, and trying to get some social life, and trying to be a mother, and so on. Therefore I've never been a sports enthusiast. But they do try to have different games - teachers versus students and things like this, which I guess those who have participated have had a real great time. I personally haven't had the time, so therefore I haven't bothered with the sports.

What about other sorts of leisure time activities, say special interest groups?

There again, I don't know if they have them here, and again I haven't the time. I think this basically applied to a lot of people here, because a lot of them are parents. You've got five hours in school, you have an hour's homework, maybe three - I've had maybe three and four. I want to spend time with my children, with my home, for myself and time for my part -time job. So time spreads pretty thin. So even if they did have clubs and activities here, I doubt if I personally would join them, because as I say, I just don't have time.

Right. So you then would find your leisure time activities tied up very much outside the school.

Oh yes.

Okay, well, would you like to just sum up for me and tell me what areas need improvement here - what things could be improved if anything?

There again, possibly in the building, but then they're moving to a new building, too, so you can't ask for improvement when they're trying to improve as soon as possible. As far as the teachers are concerned, I think they're great; as far as anything I've needed -- I'm possibly not very much help to you at all because I have no complaints about anything.

Oh, you're very much help to me.

Well, I just think that as far as the whole school, and as far as the people here are concerned, they're awfully nice people.

Well, can I just turn that question around then, and ask you what you feel to be the best features of this institution; what are the things here that you like the best - just again in summary.

I guess everything. Well, I guess because it's a different way of life for me, and because it's a challenge. I just like it all around. I think it's a great honor and a great privilege, and I think that I'm a very lucky person to be able to go back to school. There are not many times that when you're forty years old, someone says 'oh, would you like to go back to school?'

You think that they must be kidding. But I have found that the teachers here have a kind of a way, at least the ones that I've been associated with, of bringing out the things that you know, and making the best of them. So I like everything.

I think that's just about everything, then, unless you have something more that you would like to add.

I think that sums it up completely, because the school can't really offer me any more. It would take me a week to think of even one little teeny thing they could offer me, and I'm quite satisfied.

Thanks very much, then.

EDMONTON AVC

#14 - Edmonton, AVC

Okay, then I'll just begin by asking you in what type of a program are you?

I'm in Business Education.

And you're hoping to get a job as soon as you're finished?

Yes, I'll be finished in February, and I hope to be able to get a job with this education.

Can you give me a sort of general idea what reasons made you enter this program?

Basically I was in a very good line of work. I was commissioned sales staff in a furniture store, and I was injured. Through the injury I was told that I wasn't suitable to return to my -- Workmen's Compensation won't cover me if I return to my former employment. So I was looking at some kind of retraining. Manpower tested me for interest ability and decided that I should go into business education.

So now if you'd just like to tell me how you feel about your program in general.

Basically, it is a very good program, although Manpower -- there's a breakdown between Manpower and the administration here. The way you are told about things at Manpower before you come, is not the way it is when you come here.

Can you elaborate a little bit?

Yes. I was told this was a course for people who had never had anything to do with secretarial work. Like I took university entrance courses, I had no commercial courses in highschool. And this was put to me as a beginners' course. When I got here I found that out of 60 students there were ten of us who had never seen a typewriter before. The rest of them - some of them were very proficient typists, and the rest had at least some knowledge of typing. It turned out in the end that those kids were getting a bit of an advantage. This was not how it was put to us. It was put as a beginners' course. So in the end you're graduating with --- I've got very good marks, but in six months you can only type a certain rate and there's no way you could get any higher -- it's something you learn with practice, so the girls who have taken typing and come in at 50 words per minute and are going out at 80, have a better chance at a job than I do.

So you're operating under a bit of a handicap.

Yes. You're operating under a handicap that you didn't realize you were going to have. So it is a bit disappointing.

Yes, it is.

You come with the idea that you're going to start with everybody else and after the first day I utterly panicked. I didn't know how to put the paper in the machine, and everybody else was typing, and I didn't know where the letters were, and I was really panicked. I think that some people who take these courses have been on welfare for years, and they're not really sure that this is what they want to do, and they are really turned off. There was quite a dropout the first few weeks, and I think this kind of thing shouldn't happen. There shouldn't be that breakdown.

Why would you say that this happened? That a number of the students dropped out? Would it be inadequate counselling?

Various reasons. A lot of them are the type that have dropped out of a number of other things... they've sort of dropped out of life. And this is a try. There is nothing really to help these people here -- you have to help yourself. I don't think there's really enough investigation when somebody quits, even; like 'why do you want to quit', or 'is there something we can do to help keep you'. And the other thing that I know the administration here does, and at Alberta College where I took my up-grading, we are supposed to be adults -- a lot of us are parents, but you come here and they treat you like a child. You know your class ends at 10:00 o'clock, so you're working but at 10;00 o'clock you pack up your books and you go, like you would on a job. And then you are informed that you have to wait until you're dismissed. And, sitting in a class - the teacher isn't talking so you go to the washroom, then you find out you have to ask permission to go to the washroom. This kind of thing, although it really isn't that important, to some people who have been out in the world working for say ten years, this could really disturb them. And this is the kind of thing that happens. All these things sort of pile up, and people quit.

Do you think this type of thing, treating you like a child, is true of the entire institution, or just of your program?

I think it's possibly our own program. Because they have quite a little speech they give you when you first come in about if you're training for a secretary you must look like one. And they tell you how you must dress, and you take a seven-week charm course that tells you the things that you've been doing with yourself are al wrong - you know, you don't walk right, you don't sit right, and maybe these things are important. But if they'd look at the background of these people -- like on our floor on our program I'd say 80% of the girls taking this course are deserted mothers of some kind - either they're separated, divorced or deserted - they never had a father for the child, or for some reason they're trying to raise the family. And they're trying to get off welfare and get something to get a job with, and these picky little things...... if you've been on welfare for seven years, you don't have any clothes. This cheque maybe that you got is the first cash money that you've had, and all of a sudden they're telling you that you don't dress right, you don't walk right, your makeup style is old -- you know. Maybe these things could be said differently, or later - after the girls have had a chance with a few cheques and a chance to buy a few clothes. Myself, it didn't really affect this way because I had been working and I wasn't on welfare, but I do know that so many of them are. If they were treated more like human beings they may stay off the welfare rolls. But they look, and they say, "well, the girl on welfare - she gets her clothing voucher, she's better off than I am, maybe I should go back on welfare".

They're not really helped in the little ways.

It's the little things. The big things are there. You know the counsellor is there and you can go see him, and maybe there isn't time. But there isn't that personal contact that there should be. Being a teacher and standing in front of a class, seeing the same girls day after day, you should be able to tell if something is wrong, like a mother does with her own children. You may be away working, but you get home, and you can tell if there's something wrong with your child. You know, if they were concerned in that way and caught these things before they came to a head and the girls quit. This is the sad thing, because when they quit they go back on welfare, and it's even harder to try a second time.

Okay, what about the area in career planning, in vocational guidance?

They're very good there - very good. The testing I had was - they tested me for what I was suitable for educationalwise and manual dexterity and such things; they took into consideration my education and experience, and they did come up with something --- now I wasn't sure about commercial courses. When I went to school it was the last thing I ever wanted to do, and when they told me that that was what I was suited for, I thought - 'oh, no'! But I find that I am fairly suited to it, and they were quite correct, and I think when you come out of a situation where you've been either doing the same thing for ten years, and you're looking for a field, somebody has to tell you what, because you don't really know what to go into.

Did you have your vocational guidance here, or was it through Manpower?

Through Manpower. I think it's about fifty-fifty. They either come from provincial, and then I think they go through the counselling services here. A lot of them come through counselling at Manpower.

I see. Do you know anything about the counselling here?

Here? Not right at the school, no I don't.

Say other than vocational counselling - personal counselling.

I have never been myself, but they've helped quite a few girls. Things like telling them where to go if they're short of money, for student's loan, you know - just go to the students' finance; so they make arrangements for them to go. These things the girls don't know - the biggest thing is not knowing where to go. And they're very good this way. Also lthere are quite often notices on the bulletin board (from the counselling department): things like "Students who need legal help phone this number" and such things. And I think if you went in with an actual problem they would do their best to help. I don't think that's where the breakdown is. I think it's before that stage, or getting them to go. Sometimes people who have problems won't go to see about them. The people whose problems aren't that big will go to see about them.

So maybe the initial stages of the counselling shouldn't rest with the counsellors, but with the instructors who are in a better position to spot problems.

I think maybe a suggestion like, 'I think you should see so-and-so; she doesn't look well, or hasn't been responding', or something like that.

Can they do that? Can they call a counsellor in?

it right, we'd rather not be bothered, so the Business Education Corps kind of opted right out of it. So the students' council does exist in fact, and from what I've seen its a very good thing. The administration had quite a large meeting to form this new student's government not too long ago, and this is when we opted out, but the administration itself seemed quite interested in getting it going.

How did you go about opting out? Does this mean you just didn't vote.

We just didn't vote, and he came and asked us what this meant. So we just said that we didn't have time. This is more or less what we all felt.

Does this mean that you will be denied some privileges?

Not in any way. No. They granted us all the same privileges. We have a student's card, but it's a non-paying member card - in other words something that's 25¢ to the paid member is 35¢ to us because we aren't in the students' council. But we're still granted anything - for instance there was a Christmas party for the children of the staff and students, and the tickets went on sale and we all got them. They're not going against us, or anything.

They're not holding any grudge.

No. It's just that there's two different fields here. There's the vocational preparation courses where they do the up-grading, and they're a lot younger and they're going to be here for a longer time. They're starting maybe at grade VII, and they're going to be here until they've taken grade X or XII, and maybe they're going to go into business after that. They might be here

Yes. They wouldn't necessarily have to go, but that could work.

Okay, let's go into some specific things on your program. You've talked quite a bit already about your courses and your instructors. Do you have anything else to add in that sort of general area.

No. I think the course is well planned, and they're keeping up to date, and the teachers are very good. It's a matter in my case, if I had another six months at it, then I'd feel like I really had something. And there's a lot of us.

Is it not possible to extend your course?

This is what I haven't found out yet. I intend to go down to Manpower to find out because I feel myself that I'm getting out of here with nothing, actually....a good basic, but not something I can go to an employer with and say, 'I'm a secretary'. Whether our girls that have taken commercial courses in school will be able to say that; this was a finishing off for them, and for some it was getting certificates; they had the knowledge but not the certificates. I'm going to end up with sort of empty certificates, I'm afraid. But there's maybe 5% in the group that are in the same boat.

That's too bad. What about the auxiliary services to the courses - your practical work, and the library.

Very good. Very good. A lot of facilities, even the machinery is all up to date.

This is a very new institution.

It's a new school, and it's very well planned actually for that.

What about -- are you required to do any sort of homework?

Quite a bit, yes. Especially on the first courses in the course.

Are there other areas in which you can do this?

Oh yes.

And what about the library?

It's very good, very comprehensive. It's a small library, but they've done well in choosing the books.

The next sort of general area, if we could just move along now, is student government, and student participation and decisions that affect the whole institution.

I'm kind of a poor person to ask because The Business Education Corps I opted out of it, for the simple reason that we found our course is a very - shall I say it's a two year course squashed into six months, and you're busy, and it's the longest course daywise in the building. We're here at quarter past eight and my course is over at quarter past four. And most of us have families, and we found it very difficult to give to students' council. And we felt that rather than going and not doing for four or five years at this school, so they're more interested in student government, whereas with the Business Education course, you're finished your up-grading and you're taking your course, then you're going to go out and work in the world in maybe six or seven months, so it really isn't long enough for you to get involved. Maybe that's a snide way to look at things, but it's the way we all felt.

No. I've heard this feeling expressed before, and I think it's quite valid.

I think as an adult you have your own group, even for social activities. You have your own group that you've been in for years, so you're not that involved with the students. We leave here each day, and say goodbye, and that's it. We never see that person again after we leave the course, maybe.

What about channels for expressing students' complaints?

Well, apparently (I don't know too much about this issue); last year at Easter time the school was closed, and they never got paid for one day: apparently the students' council went to the administration here and they brought in a representative from Manpower to explain to these students why they didn't get paid, so it seems as if the channels are there, and they will act for the students union.

What about complaints about courses? Is there anything you can do about this?

You have a head of each department whom you could go see in a group. Like for us, we wouldn't go through students' council, we'd go right down to the head of our department and say, "We have a problem". We haven't had a problem yet, but that's what we would do, and I'm sure we would be well received.

So the staff are very open.

Yes.

Good. That's very good. Okay, the next general area is sports and recreation, and what you've already said is that you find you don't have time for these things, or to take part in activities here.

I understand they don't have a place. Apparently they're clearing out a basement or something, but they don't have a place as yet. I know that they have volleyball teams going from the school in other places. And I think there's a room where they play cards and chess. They're always advertised, but like I say we don't have time to investigate these. Our time is filled with homework.

What about the other leisure groups - special interest groups, say for example, drama.

I don't know if there's anything here at all of that nature. It's a young school, and like I say the students' council has just got going, I imagine those things will come. I think this is the difficulty with this school in getting students together. The courses are all of different lengths. It doesn't run on a semester system like some schools. Like I started in June and I'll be through in February. Somebody started in September, they'll be through in March. So the whole school is not there for a year. This school runs through the summer, so the courses are alternating, the people are alternating.

There's a tremendous turnover of students.

Yes, there is. In the actual training courses. In the preparation courses they go for a longer period.

Now we're going to move along to this list. It's a list of basic human needs. What I'd like you to do is sort of go through them and see if there's anything that maybe is not being encouraged or provided for. It's just sort of a check to see if there's anything that we've missed.

I don't think there's anything on there.....

You've got no specific comments then. Would you like to just generally sum up what you've said and what you feel are the best aspects of this institution.

I think one of the best aspects of this institution is that it was very well planned. The courses are well planned and they're well executed, and the teachers are well chosen. I haven't yet seen a poor teacher. The only difficulty is that maybe students should be brought here before their course starts and it could be explained what they are taking and what the goals of the courses are, so that they could realize what is expected of them before they come. I think people are coming with the wrong idea. I think if people were told these things before, it would help a lot.

FORT McMURRAY AVC

What program are you in?

I'm in the Business Ed. program. You get all the training to be a secretary, a stenographer or clerk/typist.

How do you like your program?

I really like it. Last semester I didn't enjoy it that much - I don't know why, maybe it was just some of the subjects I had - I couldn't get them in my head, but this semester I really like it.

Everything is sort of all fitting together now.

Yes, it is.

And you're just about finished your program I take it.

Yes, I'll be finished on February the 4th. And you're doing your on the job training now until the 22nd of this month. And you're training at a school here?

Yes. I've got Mrs. X.Y.Z. - she shows me what to do, and all that.

What sort of counselling did you get before you decided to enter this program?

I was taking my up-grading first. And then one day Mr. P.Q.R. came to see me and asked me if I'd like to take Business Ed. I thought about it, but I really didn't think I could make it, but I thought I'd try it. I had wanted to be a nurse or something like that, or maybe a stenographer. What are you going to do, go in an office and type or something like that? So when they asked me, I took the test, and I passed.

So that was why you decided to enter the Secretarial Course? Did you have any other sorts of reasons?

I used to watch the girls working on the machines in typing and that, and I went to visit in the room, and I really liked it -- I really enjoyed it. This is my way of meeting people, I wanted to meet people because I used to be the shyest person in the world; I never could talk to people, and now I find that I can.

So you find this has been really helpful to you personally.

Yes, it has.

Why did you decide to come here to this AVC in Ft. McMurray instead of going to the one in Edmonton.

Well, I was going to school in Lac La Biche for two months, and they were talking about closing down then, or something like that, and they sent all of their students down here.

So you didn't really have a chance to choose.

No, but I don't mind it now. I've really gotten to like this place. I've lived here now for two years, and it's just like my home.

Where are you from originally, then? Are you from Lac la Biche?

No. I'm from Goodfish Lake.

So you've come a long way. Well, let's look a little more closely then at your program. Can you tell, me then, how do you feel about your courses and your instructors?

My instructors I find all very helpful, especially Mr. A. B. C. , and Miss L.M.N. . Mr. A. B. C.'s makes me a bit nervous. I don't know why. Maybe it's because we don't have him that much for our subjects. I find that if he comes around, I know he's there, and I feel he's going to be watching me.

Does this make you nervous, then?

Sort of, yes. If I'm working on a machine and he comes in, I get nervous, because I know he's a real perfectionist. And if he doesn't like the way we're doing something he'll make us do it over again. Every time he comes in I have to do my work just perfect or it doesn't satisfy me either. And Mrs. X. P. Q., I didn't really get along with her last semester, because we didn't really talk that much, and we didn't have her that much for classes, but this semester I just really like her. And Miss F.G.H., I only have her for record keeping - I don't know....sometimes I have problems with her; I ask her to help me with a problem, and she doesn't really know what it's about, too; I can't really talk to her.

Is this because you can't tell her what your problem is, or she doesn't know how to solve your problem?

She doesn't really know how to solve my problem. She has to just about read through the chapter herself to be able to tell me. And on that record keeping, all the forms and that, I ask her where should this go, and she really doesn't know herself. That's about the only problem that I've got.

In general, do you find your instructors very helpful and very well qualified?

Yes. I think so.

So you're getting what you want to get from your courses?

Yes.

Okay. What about the things that go along with your courses, say practical work, the library, things like this?

All the work I've been doing has been in the classroom, unless the teachers would bring me some work, maybe letters to type, tests to type, and that's about all the work I've been doing - typing stencils and letters and that. I wouldn't work in the library regarding the office deal, at all.

Do you use the library to look up books, or to study?

We've got all the reference books, and the secretary handbook all in our desks. We have all the books we need in the classroom.

So you don't need to use the library.

No. Only if I'm going to get out books, you know - free reading.

What about your practical work, say the equipment that is provided for you for your practical work, for your typing, office machines and this sort of thing.

The typewriters are all okay I think. We've got the collator, and it's real handy, you don't have to sort the papers out by hand. I think the machines are all okay. He's getting more equipment in and I think that's going to be a lot of help.

So you'll be able to get more training on other sorts of equipment.

Yes. One thing about machines is I can watch the instructor two or three times, and then I can work it. When I was at Turcott school, she showed me how to work the machines there, and now I can just go in there and do it by myself. It's easy, I don't know why.

You probably have some kind of mechanical ability.

Probably, I don't know.

Okay. Do you find that your instructors are available for you to talk to at times other than class times if you have a problem?

Well, if they're not in the classroom, they're usually in the staff room. So if I have a problem, I just go down to the staff room and talk to them. They're usually around. All of the girls in the steno pool right now, each one of us knows a little bit about this machine and that machine, and they've broken down so many times you just get to know how to fix them, so if a machine breaks down and we can't fix it then we go down to see Mr. X. Y. Z.* But usually we can just help each other.

Okay, fine. But what about your student council here, students having a say in decisions that effect the entire institution. Can you comment on that with respect to your student government here?

Of all the officers in the students union, there are only about five or six that are really working. It's not like it was last year. Last year the whole school got into the act, but this year the students just don't seem interested. Maybe it's because they are all really young this year; I don't know why. Same with the girls in the dorms. They're all younger and when you want to get something done, I think it takes older girls to get it done. Older people are the people that are really interested. So, it's not really that good. But if we do have something to say, like we'll get one girl to talk, or write it down in a memo to the people.

Is there a lot of communication between the administration and the student body in general?

To a certain extent. I don't think it's that much though. If there is any communicating to be done, it's the administration that does it, and then the students if they don't like what's happening, they have their say. Usually, though it's the administration.

So they start things, and then the students react to what the administration says. What about channels, or ways of expressing students' complaints, ways of letting the administration know that you might feel that there is something wrong?

We have the dorm representatives for both the dorms, and a room representative for each classroom. If the students don't like something, they tell the representative who goes to the students' union meeting. He has his say, and that's how they get through.

Is this effective? Does this result in action?

I don't know about the school, but with our dorm it really has. The dean is a real fair guy. Some of the girls think it's stupid to have those kind of rules, but it really helps him.

Okay. Let's look now at the area of leisure time... sports and recreation. First of all for sports can you comment on the facilities that are provided in terms of space, equipment and time?

We've got a gym that we just finished building, and they've got weight lifting, basketball, volleyball, just about everything. And they have their soc. hops in there, it's really lovely. That's really helped. And we have hockey teams. And in the summer time they have a baseball field just out in the back here. They were supposed to get something organized for all the students to get together - like a toboggan ride or hayride, or something.

Can anybody use the sports facilities at any time?

There's a schedule put up. They have phys. ed. for the students here too, and they go in at a certain time. And then at night you can have volleyball practice at certain times.

What about other sorts of leisure time activities then. I'm thinking in particular of certain special interest groups, or clubs - for instance a drama club, or a music club?

No. I haven't heard anything about that. There are Art classes, and there are night classes here too that some students go to. I think there are sewing classes. And they bring films down for the students to see.

Do you think that there should be more of these sorts of clubs?

I think so. But a lot of the students like to stay home, or maybe go up town. But especially in the winter time I think they should get something going, something that would interest all the students.

Yes, that would be pretty hard to do. Okay, well perhaps then I could just get you to sum up. Can you tell me what you feel are the major problems here, certain areas that could use improvement?

They need to get the students together more. Well, the boys do come to visit in the girls' dorm. But they need something to make them really interested in getting together, and just really help themselves. Some of the students don't really care about their schooling and all that. Maybe we can get something into this education program that would make them interested, even if it's just - I don't know how to say it, really. The ones in the lower levels, especially. I've heard a lot of them say that they don't like this, and they don't like that because it takes too long. Maybe they're lazy, or they just don't like the schooling. Maybe they could put something in that would make them interested, even if it's sort of a game or something, but it will teach them learn things. I know when I was in that school prep, I used to sit in that correspondence room all the time. Pretty soon I just got sick of it. If I got sick of my work I'd do something else, but pretty soon the instructor would come and say, 'You're not doing your work'. Even if you had a free period, or fifteen minutes to do what you wanted, as long as it's practical, it would be real nice.

Something to make the learning more interesting.

Yes. If they had more slides, or equipment to show them how this works, how that works, it would be nice.

Okay, I'll just turn that question around now and ask you what do you feel are the best aspects of this institution. What are the things here that you like the best?

The instructors are real helpful. I really think they help everybody.

The facilities are real good, I think. This AVC has really helped a lot of people, a lot of people who care to get their education, who want to get into a field they like. I've seen a lot of students who have left, and they have commented on it, and I know they really liked it. It helped them a lot. This school has everything for anybody who wants to come in and start.

You've got to do it yourself.

Yes. That's one thing, too. You've got to do it yourself.

Well, I think that just about covers it then, unless you think there's anything more you'd like to say.

I'll be finished in February, and I just wish I wasn't, that's about all. I'd like to stay on, but I'd like to try and get a job, and see how that will work. And if I do need more education, I'll come back. Even if it isn't here - even if it's another school.

Okay, fine. Thanks very much

CONCORDIA

Okay, can you tell me first of all, in what type of a program are you registered?

I'm registered in a Teacher Training Program. I plan on taking up a job working in Parochial school teaching next year.

Can you just give me a very general idea then of what your reasons were for entering this program?

I've always wanted to enter teaching and only recently I became a member of the Lutheran Church, and they have a good program for entering that. That's what I feel my calling is.

So what will you be doing when you finish with all of your education?

I'll be teaching, I hope, in Canada, with a major in Phys. Ed. and a minor in theology, I hope. But that's still to be seen. But I'll be teaching secondary school, secondary education.

Okay, fine. Why did you decide to come here instead of some other type of an institution?

As I said, I'm entering parochial school teaching, and with this year I will be well on my way to finishing the program that they have set out for a parochial school teacher. This is my third year here.

Your third year in the college program?

The third year at this college.

I see, so you did two years of high school here as well?

Right,

Okay, fine. Well, lets look at....oh, another thing, can you just tell me what sort of counselling you received before you decided to enter this program, or what sort of advice, and where?

I made up my mind to become a teacher in grade IX with the help of the guidance counsellor at my junior highschool. After that I just made my own decision that I went into Lutheran school teaching without anything else other than perhaps my conversion to Lutheranism.

Okay, that's fine. Let's go now into more detail about your program itself. First of all give me a general idea about how feel about your program; how are things going for you now?

It's not quite what I expected, but it's a really good program. I'm learning a lot. I thought there'd be a lot more work to it than there is. Perhaps I'm just not applying myself.

So you're finding it pretty easy?

Not easy. It's just not as demanding as I thought it would be. I thought I'd be doing a lot more busy work than I am. I'm doing a lot more thinking work, perhaps - I can't think of another word - than I thought I would be doing.

Okay, how do you feel about your courses, then, and your instructors? Can you comment on these?

Well, most of the instructors that we have here are well qualified. I don't believe that they have the best methods of teaching but they are very well qualified. The courses, too, are what will be required for us to know - just generally, for general knowledge even. But again, there could be some changes in the curriculum outline for the subjects as well, at least that's how I feel about it.

What sorts of changes would you see would be really valuable?

Making it (like the English course is what I'm thinking of) so that the people taking the subject can give their own insights into the stuff that we're taking, rather than having it all indoctrination.

Sort of thinking for yourself a bit, rather than being spoon-fed.

Right. This is how it is, and this is the only way it can be. Great. but you don't learn very much.

Is this a general problem, or is this just with one specific course?

Well, that course, and our religion course. But then, I don't know if there's another way to teach religion so that it isn't indoctrination. Because this is a Lutheran college, so I don't think there's any way to teach religion in a Lutheran college but their Lutheran way.

Do you feel that generally then, your courses are giving you what you want to get out of them?

The education courses certainly are. The English course I'm not getting very much out of at all. I like the subject, but I'm having trouble with the prof, and I don't like the course content either.

Okay, well let's look at your instructors, then. What sort of a teaching method do they tend to use? Is it a straight lecture method, or are you allowed discussion.

The education courses all have a terrific amount of discussion. It's just beautiful. But the English again is just about straight lecture, or they'd like it to be. The English is straight lecture - the Religion you have a bit of controversy, but not much.

Do your instructors tend to be available at times other than class times to help students who have problems?

Yes. They're around a lot. But it's just knowing how to approach them with the problem.

Do you feel that maybe this is the fault of the instructors? That maybe they're too distant - that they are seen by students as being unapproachable?

Perhaps that's it. Yes, they are. You know they're so well-qualified, they're over-qualified. That's how it seems, anyway. They know their stuff so well that there's nothing you could say that would bring them down so that they could relate to you on the level where you could understand it.

So that they could really see that you are having a problem.

Right. It all has to be superficial, you know -- away from us.

Okay, what about the auxiliary services then - such as labs, library, field work, audiovisual aides?

We haven't got all that good of a library, but we have the basics here - things that we need. You can't go off into a lot of branches very easily, but the audiovisual things are very good. And our labs are quite good, as far as I know. Our library could use some improvement.

In what way?

We need more books on the different countries, and of course in the areas of psychology and special education. We have the basics, but there isn't anything more than that.

Do your instructors tend to make use of such things as field work, guest speakers and the audiovisual aides - make effective use of them as teaching aides?

We've never used anything, except in music. There he really puts them to good use. We haven't used speakers or anything in any other class that I've had this year.

What about films and tapes?

Oh, films....we've had a lot of films in one of my education courses. Other than that, maybe two courses that we use anything even, outside of the class.

Do you feel that these things would be valuable in helping you understand the material as it's presented?

I see its value, but I don't know that there are any available.

That's always a problem. Okay. Well, let's move now into the area of student government - student participation in the democratic process, that is students having a say in decisions that effect the entire institution. Can you comment on this with respect to your student government here?

Our student council here is very well organized, perhaps overly organized, in that they too are above the general student body - you can tell them things, but they just get dropped in the shuffle if they don't agree with you. So it's kind of run by the student council, and if the student council decides that the student body should do something then it's done, but we don't always know what's going on. Again, there's communication barrier.

Do you see communication as one of the main problems?

Yes, I think so.

Between students and students, and students and faculty. Students and administration?

Right:

You would probably say, then that your student council is not doing an effective job of communicating between the administration and the student body.

Right. And they're not doing a very effective job of communicating within themselves either. Because there's always mass confusion. There are three people who do everything, and three people organize the banquets, and three people organize all the other activities, but other than that nobody does anything else.

Are they in general representative of the student body as a whole?

I don't think so. Peraps they are, but I don't feel that they represent the people who are supposedly the problem people on campus. They represent the people who do as they're told, you know 'good little students' who always get their homework done, and are on the honor roll, or honorable mention, or something. You know, everybody's not on honorable mention, and everybody doesn't always get their homework done.

What about channels, then,of expressing students' complaints, or ways of letting the administration know that you maybe feel something is wrong?

We used to have open forums. We haven't had one this year, but I think we need one. The student body divided up into groups, and each group met with a number of faculty members, and we'd talk about anything. That was the best way. But it hasn't happened yet, and we're still waiting, and the tension's growing.

Does the initiative to get something like this going have to come from the staff member, or can the students initiate this sort of thing?

It has to come from the staff members because it involves cancelling study hours, which is a prerequisite for being here. So that comes from the administration, it doesn't come from the students. The students just can't cancel it.

Couldn't they go to the administration and say 'Look, I think we need some forums'.

Yes. We've done that. But we're still waiting, and as we wait the tension builds.

Okay, perhaps we can just sort of break up the interview here a bit, and I'll ask you to tell me what are some of the main gripes - your main gripes, the student body's main gripes. What are the things that need to be improved?

Well, on the college level, I can't think of any, but then I'm not totally representative of the college level. But as I said, there are a few profs here who sure aren't fitting the bill as being teachers, even. And there's a lot expressed about them, about their incompetency as being instructors at all - just instructors, not even teachers. That's a really big thing right now.

It's causing some concern in your program, is it?

You can say that again!

That's one thing that a lot of kids here are really, really up-tight about and a lot of them are thinking of giving up altogether. The problem is that they are trying to tell us how to teach, but they're not even teachers, that's a really big thing right now because there's a lot of kids here whose future echelon depends on whether or not they're going to pass the exams, and with some of the instructors we have there's no possible way they can. The information hasn't even been presented to them so they haven't got anything to work with. That's one thing that a lot of kids here are really, really up-tight about, and that's why a lot of them are quitting as soon as the semester is over. Another thing is the religion emphasis that's put here. Everyone is expected to go to chapel; everyone is expected to go to devotions at night; everyone is expected to go to church on Sunday; everyone is expected to display good Christian attitudes at all times; and everyone is expected to be Christian all day long, and all night long. You know, if you don't see it, then you have nothing to base how you're going to act. The faculty don't always act as Christians, or as what they proclaim is Christianity. So it's kind of hard - you know 'do as I say, not as I do' kind of thing, so it kind of gets lost. You know, our great emphasis here is supposed to be Christ but it's kind of hard to pronounce his name when you're kicking somebody -- it's trivial, but still there's far too much of this stuff where people say, 'well this is how it should be ideally, however ----' You know you can just go along your little way, but be sure that -- you know 'we'll just close our eyes during chapel and you can go to your room, or go down the stairs and smoke and all that'. I think if they are going to make rules they should stand by them the whole time instead of being wishy-washy about it.

Okay, well, let's look at another specific area then - that of sports and recreation. Can you comment on the provision that's made here for sports in terms of space, equipment and time - not necessarily for organized sports?

Well, that's another one of my areas. We don't have enough room here for sports activities - and being as this is a highschool, highshool has precedence, so we have all kind of highschool sports, but college girls have absolutely nothing. Well, we have intermural volleyball right now, which is really cool because there's only five or six college students in residence anyway, so it's really great.

You mean five girls?

Yes. You know, what can you do with five girls. And there's no time that they've given us so that we could get the day students involved in anything anyway - you know for an extra-mural team of volleyball, or basketball or anything else. Well, we'd like you to but -- Monday night we have boys' basketball and girls' basketball, and Tuesday night there's college boys, and Wednesdays there's -- well, there's just no time. We're sorry, but. The whole bit's fine and dandy.

So you would like to see some kind of an organized thing get going for college girls in the area of sports.

Right. I'd like to see a college Phys. Ed. course presented here as one of the subjects we could take because right now I think we have four or five students who are entering Phys. Ed. as a major or minor, or entering Recreation, and we're not allowed to have any. We can't take it as a subject, so we're a year behind the kids at the university.

What about going into the gymn sium at other times and say just doing some individual physical exercise.

In the mornings you can go in if you don't have classes. I think the gym's open at 9:30 or something like that, and in the afternoons it's usually being used for classes. It's a good place to practice piano, though.

You find that even though you can go in there, this room isn't enough?

Well, you have your own work to do, too you know. If there were some time set aside like after school when you could go in - like when you're finished your studies or whatever - and you could go in, but there's always something organized going on. There's basketball practice, or something else. There just isn't any time that you have free that you can go in, because there is always something organized that's going on.

Well, what about other sorts of leisure groups, say special interest groups or clubs?

We have a drama club, but our campus population isn't such that anything else can be organized because there just isn't enough people. Well, basketball,well both teams and cheerleading involves about a third of the population, even though there is about another third who are day students they don't get involved. Well, who wants to come all the way out to Concordia for something.

Would you say then that most of the day students probably find their extra-curricular activities outside of the school.

Right. They sure don't hang around here, anyway.

Okay, then. Just to sort of sum things up, this is a list of basic human needs. What I'd like you to do is read through them and see if there is something in here that is perhaps a special need of yours that's not being fulfilled, or not being met, and something that we haven't yet talked about.

What's coercion?

It means one person forcing another person to do something against his will.

I can't see anything.

So you don't have any comments on any of these points?

I just wish it was easier to approach the faculty. We have advisors, and an advisor system here. I just wish it was easier to approach them. Then all these things would be involved in that. But there's such a distance.

Okay, perhaps you'd like to sum up for me then. You've already told me what your major gripes are. Let's just turn that around now and I'll ask you what you think are the best aspects of this institution.

Oh, man, there's a lot of fellowship here. It's strained sometimes just like at any institution or school, but the true fellowship that you get here is absolutely fantastic. I've learned a lot here. You not only learn from being in classes, but you're at the dinner table, and you discuss things. It's just great. I never would have experienced anything like that being in a public school. And being in residence has developed a lot of individuality of my own. But it also has helped me to be more patient with people, and being proctor I have a lot of responsibilty too. That helps too. Being responsible for an entire group of girls in the entire building really develops a lot of responsibility that I'm sure is going to help me later, though I refuse to admit it now. It's going to really add a lot to the kind of person I will be.

So in general, then you would really seem to be satisfied with what you are getting out of this college, or am I wrong in putting it that way?

I'm satisfied with what I'm getting out of it, but I think the college could offer a lot more. It's got the facilities and the right setting to offer a lot more.

In what way, a lot more?

Concordia creates a lot of problems for a lot of students in that's it's centered around the church, that's true; but it sure could do a lot more in spreading the gospel, because some kids here aren't even Christian. Everybody goes along their merry way. But I really think it could be a large power in not only presenting the gospel to kids around campus, but also witnessing to people from the surrounding churches in the neighborhood. But there's no program set up because everybody has their own little thing to do, and nobody else wants to get involved with anything else.

So you feel that the college then isn't fulfilling part of its role in acting as sort of a portion of the community.

Right. We're a community of ourselves here. We don't relate to anyone else other than on Sunday morning if you go to another church. You know, that's the only other time. Because everyone has their own little communities at home wherever they live. But Concordia is Concordia - you get kind of cliquey after awhile, and you're right on. But you know, even back on campus and you see that same person, you might not speak to him for an entire week or an entire month. But it's just sort of being on the street with all these other people, if you see him well you have something to associate, and that's good. Well perhaps it is, depending what you think of it. It's hard to relate to other people then, because your whole life centres around Concordia, and other than things that aren't related, you know when you talk about people from Concordia it has to be people from Concordia or they don't know what you're talking about. Who want to talk about religion, so the only other subject that you can talk about are the ones that don't involve anything of any substance.

Is there anything more, then that you would like to add before we close this?

I don't think so.

Anything at all about your needs or your motivations.

Lack of motivation -- absolute lack of motivation.

No. I don't think that's true. You wouldn't be here if that were true.

Well, it could be I'm searching for motivation and just haven't found it yet.

Do you feel this is true?

I sure do. I know that I have the ability to be doing much better than I am.. but here you just kind of do what you want, and you get your marks and if they're not so good then you try a little bit harder, but you don't really put out. There isn't really any competition and nobody's at you all the time..... either you make the grade or you don't. It's 'if you don't make the grade well come and talk to me and we'll see if we can work something out so that you can raise your grade.' Well, whoopee, this is still not going to get you to do your work. So you're just going to be however you want. If you don't feel like doing anything, you don't have to. It's as simple as that. So that's what I do.

You like somebody to kick you in the pants once in awhile?

Yes., or just point out which way the line's supposed to be going, because I usually wander all over the place and you never really get down to brass tacks and get anything done unless it's become really pressing. Like, I have a paper to do tomorrow or something, so I'd better sit down tonight and get it done.

Right.

But, other than that, I'm still doing alright, but I'm sure (I know) I could be doing better. But who wants to put out when there's nothing to it?

Right. When they make it easy for you, there's no point in making it hard for yourself.

Right, that's the whole problem with this place. They make it too easy for you. So everybody passes, but you're not really passing because you're not learning anything. And you know, you can get a low mark on an exam or a paper or something, but you can learn more from that paper than you can from the entire year. But still, it all depends.

Well, thanks. I think that's been really good and really helpful. Thanks very much for your time and your opinions.

CANADIAN UNION

#144 CANADIAN UNION

The first thing I'd like to ask you then, is what type of a program are you taking?

I'm taking secretarial and music.

What do you plan to do when you're finished?

That 's a good question. Probably find a job. I'd like to get music and secretarial if I can, because it's going to be useful, and I can support myself on it.

Okay, can you tell me very generally what your reasons were first of all for coming to this college, and secondly for choosing the particular program that you are in?

Well, I just live about half a mile from this school, and another reason is the music program, which was the main deciding factor in coming here. Another reason is that it's a Christian school, and I could get the education in that, and I could have a part in the program that they offer there. The reason I'm taking secretarial is that it isn't a long course, but it's useful and practical, and wherever I go I can use it.

Okay, then why did you decide to come to a College rather than go to University?

Because this school has the Christian aspect that the University doesn't, and also I think the University is very impersonal.

I think you're right. I think it is. Why, then, did you decide to continue with your education rather than get a job immediately?

I didn't feel that I was prepared for a job. I'm sure that I could have found one, but I wouldn't be satisfied in doing it, knowing that if I got the training I could get a better job, and do a much better job at it.

Did you receive any kind of counselling before you decided to come to the College?

No. I just did it all 'under my own steam'.

Well since you've been here, then, have you had occasion to look into vocational guidance counselling, information on where you can get a job, what to expect from a job once you get into it, or other programs that you might go into?

I've read up on information, but I haven't talked to anyone about it.

Do you feel the need for this sort of information?

I think it would be a very good thing.

Do you know if this sort of thing is available at the College, or have you just not had occasion to look at it?

They have publicity weeks for students of other denominations when they have all kinds of different information on just about any class you might want to take, what the requirements are, how long the course will take - just about everything.

But so far as getting a job, once you leave the College....

No. I think that would be really good. I think a lot of times young people are afraid to decide on something because they really don't know what they're going to do once they've finished their course, or what the possibilities are.

So this sort of information should perhaps be provided before students enter a program.

Yes. Because you may have a real good idea - but you don't know for sure.

Okay. Well, let's look a little more closely at your program. First of all can you just tell me generally how you feel about your courses and your instructors?

Well, I'm really not taking too much in secretarial. Mainly I'm concentrating on my music. I've been taking a lot of that. For the secretarial courses that I am taking I have Miss C.D.E. She works us like dogs, but I'm glad because I feel that I'm accomplishing something. Some teachers don't make you work, and at the time you may be pleased - you may brag about it, even. But be happy if your teacher does make you work. Deep down inside you know that it is the best thing, and I'm glad that she does make us work because I feel that I'm applying myself the way I can, because I have to. Mr. K.L.M. I have for music, and he's fantastic. He's one of these people for whom music isn't just notes - it's a real experience. He can communicate to us, and also to other people. That was the main reason that I came back, so that I could play in the orchestras again.

What sort of a group is it?

It's just a small group - three trombones, first, second and third; clarinet and trumpet - I play both clarinet and trumpet, and sometimes string bass. And of course we have percussion. I guess we play all types of music. We started first last fall; we first went out about the end of November. We've been out to Victoria, and we've been up North.

It's a sort of concert band?

Yes. We've played for the Denomination, but we've also played around here at different schools and organizations. At the beginning of March we're booked to take a couple of workshops in the district out here. We have a fantastic amount of work and hours of practices; and on week-ends we have a lot of programs to put on. When we come back we're awfully tired, in fact we're often tired right in the middle of it, but we have to keep on going because it's our job. Once you get playing you get involved in what you're doing, and you don't think about how tired you are.

So you're really enjoying this part of your program.

Yes, I really do.

Good. What about auxiliary services connected with your courses - things like labs or practical work, the library, field work?

Well, I really don't have that much other than typing and shorthand. Of course, in typing she has us do a lot of things, and I think they are a useful type of thing - the things that we'd have to do if we had jobs. I think it's good to do them now, and get in the habit of doing them correctly every time, and knowing that it's right. For music, I guess the concerts would be my outside work, and I get quite a bit of that.

What about the library here? Do you use the library at all?

Occasionally. I haven't had much need for it this year. I used it a lot last year. I was taking my senior matric., so I used it quite a lot - mostly because it was quiet.

It's a good place to study?

Yes.

Do you find that it's also a good place to do research?

Yes. I think so.

Okay. Can you tell me a bit, then, about how your instructors allocate grades, taking into consideration your term work, as well as the exam, if there is one?

In my secretarial courses we don't have any exams, it's based completely on daily work. And the tests that we have in shorthand are unit tests. They count quite heavily, but so does our work. We have quizzes every day.

She really does work you, doesn't she?

She just allocates two or three or four things for us to learn each night. When we come back, she drills us on that; we take dictation, and transcribe, and get more work for the next night.

Do you generally agree with the way your marks or your grades are given to you?

I don't think she should have to mark as hard as she does. One day when I was thinking that she was marking awfully hard, so I worked out the percentage on this unit test - it came out to 92%, and I got a "B". So she marks fairly hard.

Do you generally feel, then, that you are getting out of your whole program what you wanted to get out of it?

Yes.

We 1, let's move into the area of student government - student participation in the democratic process. Can you tell me what you feel should be the function of a students' union in a College of this type? First of all, do you have a students' union here?

Yes, we do. I guess they do quite a bit, actually. They put on programs. We actually have quite a bit to say about who does what; things for our yearbook - that's entirely under the S.A. The student body chooses who they want for the different officials, and different programs they take care of too, as well as projects. This year they're thinking of a students' lounge, which we haven't had, but this would be very good. Kids really have no place to talk, unless you want to hang around the halls, which isn't a very good idea - or go and use the library, where you'd just get kicked out if you talk. I think that it's something that kids need - they have to talk; and they have to have someone to listen to them. This is under the E.S.A. - they have the ideas from kids. But the Faculty still has the handling of it, about having supervisors and things - it would be volunteer work really, cleaning up, keeping things in order. We don't want to have to pay any money.

So you feel then, that one of the major functions of the students' association (is that what it's called here?) is that of providing social activities?

It also has the different phases, you know - the spiritual, the social, the physical and the intellectual. We have phase leaders and workers under them. We have different functions they take care of - different aspects of each of these phases. They have committees to decide what they want, and how they're going to do it. They get their workers so that they can get it done. It's a full job, and takes a lot of people to take care of it.

What about communication generally, between the administration and the student body as a whole?

I think there could be a lot more of that. I think there is a lack of communication between anyone, really. You notice it more between the governing power, and those that are governed. It seems that the faculty is apt to get into their own little groove where they have their own things to do, and are not concerned about the students. And I don't think it should be that way at all. There are some faculties that do take an interest in the kids, and they are well appreciated; they get a lot more cooperation. Like Mr. K.L.M., who teaches music, or rather the "band man", he has a really good line of communication with the kids; he's interested in all the kids, what they're doing, and he asks about it. He can arrange music, and practice, and work, and go through absolute agony doing it. Then after that he can go out and play football with the boys. He does things with the kids, and he talks with them. Yet he's very strict in the band. The minute he steps up on the platform there's silence. No one questions it -- that's just the way it is.

That would seem to work to the advantage of both groups.

Oh, yes.

Okay. Do you feel the administration generally is open to feedback, or complaints from students?

That's a difficult question, really. I don't think they are, as much as they should be. I think there's a lot of room for improvement there. Some are, but if they are they're afraid to say anything for fear of what the rest of them are going to say. I guess they're all scared to 'stick out their necks' - that's what it boils down to.

What are the channels for expressing students' complaints. How would you go about letting the administration or the faculty know that you thought something was wrong somewhere?

Go in and talk to them, or write a letter. You could take it to the academic dean, or the highschool principal, or you could take it to the president, that is if it was in connection with the school as a whole. If you were not satisfied with the social aspect, the entertainment, we have a suggestion box.

Generally do you feel that these methods are an effective way of dealing with the problem. Would this result in action on a particular point?

It would depend. If it's reasonable it's generally done. If it isn't, it's not.

Well, that makes sense. Just generally then, do you feel that your student government here is doing an effective job?

I think so.

Good. Well, let's look at the area of sports and recreation then. First of all for sports, can you comment on the facilities for, not necessarily organized sports, in terms of space, equipment, and time?

The bare essentials, really. There should be a lot more room and a lot more equipment, but we don't have the money, so we have to make do.

This is something that you think students in general would appreciate?

Oh, yes.

Okay. What about other sorts of leisure time activities, then - say special interest groups or clubs?

There isn't a whole lot of leisure time around here, because you're going from six till 'who knows when'. They have a club - they call it the 'Wilderness Ventures'. They go on outings. There are a whole bunch of different clubs (I can't even think of them now, but they do have them). They have their own organizations, faculty sponsors, leaders as well as the student president, vice-president and so on.

So you feel that generally there is no lack of things to do.

Oh, no. If you want to do something, you can always find something to do.

Would you feel it was possible, for instance,for a group of students to get together and start a club.

Sure, if they wanted to.

Well, if I can just get you to summarize, then I'd like you to tell me the areas that you feel are most in need of improvement - what things would you like to see changed, if anything?

I'd like the music building changed. It's awfully small, and it isn't exactly sound-proof. It's quite difficult. You can tune-in to two bands, as well as different lessons and practicing. I was working there, and if you don't have the power of kind of turning off your ears, you can be in a bad way. It's too small, and it just isn't adequate at all. They are planning to build studios downstairs. I hope they are a lot better. That is a big need, right there. And in the line of recreation they could do quite a bit, too. I think that the communication between the students and faculty could be greatly improved if the faculty were convinced that they needed to have it. I think that they think they don't need it, or else they just don't think about it. But it is important. Other than that, I don't think there is anything.

Well, perhaps I can turn the question around and ask you what you feel are the best features of the College. What are the things that you like best here?

Well, of course the things that I like best are the things that interest me. I really like the music program. I haven't had anything to do with the choral program, so of course, I'm not too impressed with that. I don't think they have as good a leader there, as the band. He's really tops.

And I think that the secretarial department is good. We just got some new typewriters - IBM Selectrics - they're wonderful. That part is really good. Of course we could use a lot more equipment, like business machines, it's really inadequate. I think that the different phases on campus are really good.

Could I get you to explain a little more about these 'phases'?

Do you mean about the whole general program here?

Yes. I'm not too clear on that at all.

Well, the social phase - we have faculty sponsors, and then the S.A. has a social phase leader and an assistant or two. There is a boys' club and a girls' club, each of which have social phases - they have a social phase leader and a helper. So all those together make the social committee. Together they plan the Spring Banquet, which is the big social thing here. Also they take care of all the Saturday night entertainment. Occasionally they have something during the week - for instance when it's Valentine's they may have a special supper or something, even if it isn't a really big program - perhaps just have a candlelight supper when everyone dresses up, which is a really good idea. Then we have the physical phase which takes care of all the different leagues - the basketball teams, hockey teams, football, everything of that nature. They make up the schedules and so forth. As far as the academic phase, I don't know how much they do. I don't think they have leaders for that. But for the spiritual phase they have leaders and the clubs, and also again the S.A. And they plan "Weeks of Prayers", and different "Out Reach" programs and different things. It's really a challenge to do something different - something interesting. But the students enjoy it and get something from it.

Good. That's really interesting. It sounds like it has covered every phase of your college life.

Yes. I think it's well-rounded.

Good. Well, I think that's about it unless there is something more you would like to add.

No. I don't think so.

Thanks very much. It's been very helpful.

APPENDIX C

Questionnaire Used

THE ALBERTA COLLEGES COMMISSION

in association with

THE ALBERTA HUMAN RESOURCES RESEARCH COUNCIL

Survey of Motivations and Needs
of Non-University Post-Secondary School Students

To the student:

This questionnaire has been developed to find out whether or not the existing non-university post-secondary educational facilities are meeting the needs of society, in general, and the students attending these institutions, in particular. It is anticipated that the results of this study will be used by the Colleges Commission for future planning.

All responses will be completely confidential; information given will be treated in a statistical manner only. We have selected a small number of students to answer this questionnaire, therefore it is essential that all those selected return their questionnaires in order for reliable interpretations to be made. Please help us help you.

Instructions:

For each question, select the alternative that best describes you or your present situation, and place a check mark (✓) in the box before that alternative. Choose one answer only.

Example: The question "What is your sex?"

☐ (1) Male
☑ (2) Female

would be marked as above if you are female. In some cases you are asked to rate a number of alternatives according to a particular scale; specific instructions are given preceding such questions.

Thank you for your help.

1. In which institute are you presently enrolled?
   - ☐ (01) Olds
   - ☐ (02) Fairview
   - ☐ (03) Vermilion
   - ☐ (04) Grande Prairie
   - ☐ (05) Red Deer
   - ☐ (06) Lethbridge
   - ☐ (07) Mount Royal
   - ☐ (08) Medicine Hat
   - ☐ (09) N.A.I.T.
   - ☐ (10) S.A.I.T.
   - ☐ (11) Camrose
   - ☐ (12) Concordia
   - ☐ (13) Canadian Union College (Lacombe)
   - ☐ (14) Grant McEwan
   - ☐ (15) Forestry School (Hinton)
   - ☐ (16) Fort McMurray (AVC)
   - ☐ (17) Grouard (AVC)
   - ☐ (18) Calgary (AVC)
   - ☐ (19) Edmonton (AVC)

2. Under what category are you enrolled?
   - ☐ (1) Full-time student
   - ☐ (2) Part-time student
   - ☐ (3) Short course student

3. In which of the following categories does your program fall?
   - ☐ (1) University transfer
   - ☐ (2) Business/commercial
   - ☐ (3) Health services
   - ☐ (4) Industrial/technical
   - ☐ (5) Social sciences
   - ☐ (6) Academic upgrading
   - ☐ (7) Agriculture
   - ☐ (8) Arts
   - ☐ (9) Other (please specify) ____________________

4. In what year of your present program are you now enrolled?
   - ☐ (1) First year
   - ☐ (2) Second year
   - ☐ (3) Third year
   - ☐ (4) Fourth year

5. What is your sex?
   - ☐ (1) Male
   - ☐ (2) Female

6. What is your age as of September 1, 1971?
   - ☐ (1) 17 years or less
   - ☐ (2) 18-21 years
   - ☐ (3) 22-24 years
   - ☐ (4) 25-29 years
   - ☐ (5) 30-39 years
   - ☐ (6) 40-49 years
   - ☐ (7) 50 years or over

7. What is your marital status?
   - ☐ (1) Single
   - ☐ (2) Married
   - ☐ (3) Divorced
   - ☐ (4) Separated
   - ☐ (5) Widowed

8. What church do you attend?
   - ☐ (1) Roman Catholic/Greek Catholic
   - ☐ (2) Eastern Orthodox
   - ☐ (3) Anglican/United Church
   - ☐ (4) Other Protestant
   - ☐ (5) Other Christian (e.g., Mormon, Seventh Day Adventist, etc.)
   - ☐ (6) Jewish
   - ☐ (7) Buddhist/Hindu/Moslem
   - ☐ (8) Other non-Christian
   - ☐ (9) No religious affiliation

9. To what ethnic or cultural group did your ancestors (on the male side) belong on coming to this continent?
   - ☐ (1) British (England, Scotland, Wales, Ireland)
   - ☐ (2) French
   - ☐ (3) German
   - ☐ (4) Other West European (including Scandinavia)
   - ☐ (5) Ukrainian
   - ☐ (6) Other East European
   - ☐ (7) North American Indian/Metis
   - ☐ (8) Asian
   - ☐ (9) Other

10. Where were you born?
    - ☐ (1) Alberta
    - ☐ (2) Canada (outside Alberta)
    - ☐ (3) United States
    - ☐ (4) Great Britain
    - ☐ (5) Western Europe
    - ☐ (6) Eastern Europe (including Russia and the Ukraine)
    - ☐ (7) Asia/Africa/Middle East
    - ☐ (8) South or Central America
    - ☐ (9) Other

11. What language did you learn to speak first?
- ☐ (1) English
- ☐ (2) French
- ☐ (3) German
- ☐ (4) Spanish
- ☐ (5) Other West European
- ☐ (6) Ukrainian
- ☐ (7) Other East European
- ☐ (8) Other

12. What is the highest level of your father's education?
- ☐ (1) No formal schooling
- ☐ (2) Elementary
- ☐ (3) Junior high
- ☐ (4) High school
- ☐ (5) Some university
- ☐ (6) University degree(s)
- ☐ (7) College or technical school

13. What is the highest level of your mother's education?
- ☐ (1) No formal schooling
- ☐ (2) Elementary
- ☐ (3) Junior high
- ☐ (4) High school
- ☐ (5) Some university
- ☐ (6) University degree(s)
- ☐ (7) College or technical school

14. From the following, choose the group which best describes the type of work in which your father has last been engaged since January 1, 1971 (or in which your **mother** has last been engaged since January 1, 1971, **if your mother is the main source of financial support for your family**).
- ☐ (1) Self-employed farmer
- ☐ (2) Teacher, nurse, social worker, clergy
- ☐ (3) Doctor, lawyer, engineer, other professional
- ☐ (4) Craft trade (e.g. carpenter, seamstress, bricklayer, baker, etc.)
- ☐ (5) Labourer
- ☐ (6) Office worker (government or private)
- ☐ (7) Armed forces, police, fireman, etc.
- ☐ (8) Managerial
- ☐ (9) Self-employed (industrial and commercial)

15. Make an estimate of your father's and mother's combined annual income (before taxes).
- ☐ (1) Below $2,000
- ☐ (2) $2,000 - $4,999
- ☐ (3) $5,000 - $6,999
- ☐ (4) $7,000 - $9,999
- ☐ (5) $10,000 - $14,999
- ☐ (6) $15,000 or over

16. How many brothers and sisters do you have?
- ☐ (1) None
- ☐ (2) One
- ☐ (3) Two
- ☐ (4) Three
- ☐ (5) Four or more

17. How many of your brothers and sisters have completed or are presently undertaking some form of education past the high school level?
- ☐ (1) None
- ☐ (2) One
- ☐ (3) Two
- ☐ (4) Three
- ☐ (5) Four or more

18. How many of your brothers and sisters **who have not already done so** will probably take some form of education past the high school level at some time in the future?
- ☐ (1) None
- ☐ (2) One
- ☐ (3) Two
- ☐ (4) Three
- ☐ (5) Four or more

19. Where do you live while attending school?
- ☐ (1) Parents
- ☐ (2) Friends
- ☐ (3) Relatives
- ☐ (4) Student residence
- ☐ (5) Boarding house
- ☐ (6) Own residence (rented or owned)
- ☐ (7) Other

20. Where do you live when **not** attending school?
- ☐ (1) Parents
- ☐ (2) Friends
- ☐ (3) Relatives
- ☐ (4) Boarding house
- ☐ (5) Own residence (rented or owned)
- ☐ (6) Other

21. Which one of the following centres in Alberta is nearest to your permanent place of residence?

- ☐ (1) Edmonton
- ☐ (2) Medicine Hat
- ☐ (3) Lethbridge
- ☐ (4) Calgary
- ☐ (5) Red Deer
- ☐ (6) Grande Prairie
- ☐ (7) Vermilion
- ☐ (8) Fairview

22. Indicate which **one** of the following sources will make the **major** contribution to the costs of your education this year (including living expenses).

- ☐ (1) Parents
- ☐ (2) Wife (or husband)
- ☐ (3) Own part-time and summer work
- ☐ (4) Own savings
- ☐ (5) Scholarship or bursary
- ☐ (6) Grants or loans
- ☐ (7) Other

23. What is the highest level of education you have attained?

- ☐ (1) Junior high
- ☐ (2) High school
- ☐ (3) Some university
- ☐ (4) University degree(s)
- ☐ (5) Some college or technical school

24. Which one of the following reasons for completing high school was most important to you?

- ☐ (1) An interest and desire to succeed in my studies
- ☐ (2) The wishes of my parents
- ☐ (3) School pressure and influence of my friends
- ☐ (4) Interest and influence of my teachers
- ☐ (5) To complete prerequisites for further education
- ☐ (6) To prepare for a career or occupation
- ☐ (7) Nothing better to do
- ☐ (8) I did not complete high school

25. Choose the category below which best describes your academic standing in your last year of high school, compared to the rest of your class.

- ☐ (1) Top 10% of the class
- ☐ (2) Top 30% of the class
- ☐ (3) Around the middle; average
- ☐ (4) Lower 30% of the class

26. What types of events are most interesting to you?

- ☐ (1) Political and economic
- ☐ (2) Entertainment
- ☐ (3) Technical or scientific
- ☐ (4) Fashion events
- ☐ (5) Sports
- ☐ (6) Cultural

Following are several activities in which a person might engage in his or her free time.

LIST A

(1) Writing a play, essays, a short story
(2) Playing in a band or orchestra, or jazz or rock group
(3) Directing or acting in a play
(4) Doing painting, drawing or sculpture
(5) Building a car out of old parts; fixing things
(6) Designing furniture or clothes; decorating a room
(7) Working on an independent scientific project; inventing something
(8) Finding solutions for difficult problems
(9) None of these

27. __ Choose the activity from List A above in which you would be **most** likely to engage in your free time, and write the number before it in this blank.

28. __ Choose the activity from List A in which you would be second most likely to engage in your free time, and write the number before it in this blank.

Following is another list of spare-time activities.

LIST B

(1) Talking, having coffee with friends
(2) Going to a licensed lounge or tavern
(3) Going on dates (to dinner, a movie, a dance)
(4) Playing cards or other games
(5) Athletic events (as a participant)
(6) Athletic events (as a spectator)
(7) Watching television; reading
(8) Listening to music
(9) None of these

29. __ Choose the activity from List B, in which you would be **most** likely to engage in your free time, and write the number before it in this blank.

30. __ Choose the activity in which you would be second most likely to engage in your free time, and write the number before it in this blank.

People have different ideas about what they look forward to in education after high school, or what they hope to achieve. Rate each of the following (items #31 to #38) in terms of their importance **to you**, as objectives of your present course of study.

Mark "1" beside the statement if this is something that is very important to you.

Mark "2" if it is of some importance, but not really a major objective.

Mark "3" if it is of little or no importance.

31. __ Getting prepared for marriage and family life.

32. __ Having fun; enjoying myself socially and recreationally.

33. __ Establishing meaningful friendships.

34. __ Thinking through what kind of occupation and career I want, and developing some of the necessary skills.

35. __ Mastering a specific field of study or set of skills in preparation for immediate employment upon graduation.

36. __ Exploring new ideas—the excitement of learning.

37. __ Developing a deep, perhaps professional grasp of a specific field of study, not necessarily with a particular career or occupation in mind.

38. __ Finding myself; discovering what kind of person I really want to be, what values are important to me.

39. Which one of the following reasons was most important in your selection of this institution?

☐ (1) Short length of studies
☐ (2) Easier than other higher studies
☐ (3) Quality of teaching; superior teaching methods
☐ (4) Prestige of the institution
☐ (5) Very good college for training in my field
☐ (6) Good athletic program
☐ (7) Not as expensive as other studies
☐ (8) Other (please specify) ______________________

____

40. Which one of the following was most important to you in choosing this institution to attend?

☐ (1) Influence or wishes of parents
☐ (2) Influence or wishes of high school teacher and/or counsellor
☐ (3) Rewarding social life on campus; extra-curricular activities
☐ (4) To be close to home
☐ (5) To be someplace different than where others in my family or friends had gone
☐ (6) Did not hold prerequisites for other training
☐ (7) Easy to find a job afterwards
☐ (8) Other (please specify) ______________________

____

41. What was your one most important source of information about this institution?

☐ (1) Teacher(s) in high school
☐ (2) Family or friends
☐ (3) Newspaper, radio or television
☐ (4) Canada Manpower
☐ (5) High school counsellor
☐ (6) Visiting speaker or counsellor
☐ (7) Career fair
☐ (8) Brochures or calendars
☐ (9) Graduates or other students who have attended this institution

42. Who influenced you most in making the decision to attend the institution you are presently attending?

☐ (1) Parents or other members of the family
☐ (2) Teacher(s)
☐ (3) Guidance Counsellor(s)
☐ (4) Friend(s)
☐ (5) Canada Manpower
☐ (6) Other(s)
☐ (7) Nobody

What important needs did they (or you) see as needs that could be met by this institution? What needs cannot be met by this institution, but were disregarded as being unimportant for your decision? ______________________

____

____

____

____

43. What did your parents wish most for you to do after leaving high school?

☐ (1) As I am doing now
☐ (2) Other studies
☐ (3) Start working immediately
☐ (4) Go into the family business
☐ (5) Travel
☐ (6) Get married
☐ (7) Other (please specify) ______________________

44. What did you yourself wish most to do after leaving high school?

☐ (1) As I am doing now
☐ (2) Other studies
☐ (3) Start working immediately
☐ (4) Go into the family business
☐ (5) Travel
☐ (6) Get married
☐ (7) Other (please specify) ____________

Please explain what reasons made you come to this institution instead of doing something else.

____

____

45. What part would you say that your parents played in your decision to attend this institution?

☐ (1) It's largely at their insistence that I am here
☐ (2) Played a critical role in the decision—really helped me think it through
☐ (3) Played a supportive, encouraging role—were interested but I really thought it through myself
☐ (4) Were really against my decision
☐ (5) Had very little to do with it; not very important
☐ (6) Had nothing to do with it; it was all my own decision

46. Which one of the following reasons was most important for you in choosing the department or speciality in which you are presently enrolled?

☐ (1) A liking or preference for that area
☐ (2) Options taken in high school led to that choice
☐ (3) It offers a good professional training
☐ (4) Tests have indicated that I have an aptitude for the speciality
☐ (5) It offers favorable employment opportunities
☐ (6) It offers opportunity to be of service to others
☐ (7) Other (please specify) ____________

47. How do you feel you will handle the work at this institution?

☐ (1) I feel entirely confident that I can handle my work
☐ (2) Generally speaking, I should be able to do the work, but I may have trouble here and there
☐ (3) I expect some trouble in most of my courses, but I should manage to get by
☐ (4) I think I may have a great deal of difficulty

Do you have any suggestions as to what **facilities** could be provided to make the work easier or more understandable?

____

____

48. How sure are you that you have made the right choice in coming to this institution?

☐ (1) Very sure
☐ (2) Fairly sure
☐ (3) Not sure at all

In the following section are a number of statements which generally describe a college or technical school. For each, consider whether the statement is generally characteristic of the **particular** institution in which you are enrolled, or generally **not** characteristic, to the best of your knowledge. Mark "1" beside the statement if you feel it is true or mainly true of your institution; mark "2" beside the statement if you feel it is false or mainly false concerning your institution.

49. ___ Students here put a lot of energy into everything they do—in class and out.

50. ___ Students are encouraged to be independent and individualistic.

51. ___ Many students during their time here develop a strong sense of responsibility about their role in contemporary social and political life.

52. ___ Channels for expressing students' complaints are readily available.

53. ___ Students who work hard for the fun of it are likely to be regarded as fairly typical here.

54. ___ Most courses are well-organized and progress systematically from week to week.

55. ___ This college has an excellent reputation, which is well-deserved.

56. ___ Students are encouraged to criticize the courses and methods of teaching.

57. ___ Students often help one another with their work.

58. ___ Most students are extremely tense here, expecially during exam periods.

Below is a list of facilities usually provided for the student by an educational institution. For each of the categories, rate the facilities provided by your institution in terms of their adequacy for meeting your needs.

Mark "1" beside the alternative if the facilities are completely adequate for your needs.

Mark "2" if the facilities are good, but could be improved.

Mark "3" if the facilities are not adequate for your needs.

59. ___ Sports and recreation facilities.

60. ___ Cafeterias, student common areas.

61. ___ Opportunities for special interest groups, clubs.

62.___ Opportunities for student government.

63.___ Library facilities for study, research.

64.___ Classrooms, laboratories.

65.___ Study areas other than library.

Do you have any important needs that are not being met at present that you feel should be provided for in some way by this institution? If so, what are they? ____________________

____

____

66. What do you plan to do as soon as you finish your studies at this institution?

☐ (1) Other studies
☐ (2) Work
☐ (3) Travel
☐ (4) Housekeeping
☐ (5) Other
☐ (6) Don't know

67. Do you plan to continue your studies sometime in the future (after you finish your present program)?

☐ (1) Definitely yes
☐ (2) Probably yes
☐ (3) Probably not
☐ (4) Definitely not
☐ (5) Don't know

68. In the following choose the group which best describes the type of work in which you think you will be engaged upon completion of your present course of study.

☐ (1) Self-employed farmer
☐ (2) Teacher, nurse, social worker, clergy
☐ (3) Doctor, lawyer, engineer, or other professional
☐ (4) Craft trade (e.g., carpenter, seamstress, bricklayer, baker, etc.)
☐ (5) Labourer
☐ (6) Office worker (government or private)
☐ (7) Managerial
☐ (8) Self-employed (industrial or commercial)
☐ (9) Have not yet decided

69. Make an estimate of what you believe will be your annual income level upon completion of your present course of study.

☐ (1) $3,000 - $4,999
☐ (2) $5,000 - $6,999
☐ (3) $7,000 - $9,999
☐ (4) $10,000 - $14,999
☐ (5) $15,000 or over

70. Which one of the following has been or will be most important to you in your choice of a career or occupation?

☐ (1) It is an area that will expand greatly in the near future
☐ (2) The work is very interesting to me
☐ (3) It is a well-paid profession
☐ (4) It is a profession with a great deal of social prestige
☐ (5) It provides opportunity to be of service to others
☐ (6) I will have a lot of free time
☐ (7) I will have a secure job
☐ (8) It will give me freedom to work as I wish
☐ (9) Other reasons (please specify) ____________________

____

71. To the best of your knowledge, how available are jobs in your area of specialization (now, and for the foreseeable future)?

☐ (1) There is a surplus of jobs; could have my choice of a number of jobs
☐ (2) Jobs are readily available; should not have too much difficulty in finding a job
☐ (3) Not too many jobs available; may have some difficulty finding a job
☐ (4) Jobs are scarce; may have great difficulty finding a job

72. In general, do you feel that the specializations offered by your institution are adequately preparing students to enter the labor force?

☐ (1) Yes
☐ (2) No
☐ (3) Don't know

From the following, choose two things that you expect will be most important to you in the future.

(1) Career and occupation
(2) Religious beliefs or attitudes
(3) Marriage, relationship with my husband (wife)
(4) Being a parent, relationship with my children
(5) The world of ideas, the intellectual life
(6) Friendships
(7) Participation as a citizen in the affairs of my community
(8) The world of art and music, the aesthetic life
(9) Games and sports

73. First choice___

74. Second choice___

75. Would you be willing (at some time in the near future) to be interviewed in greater depth regarding your needs and motivations with repect to post-secondary education?

☐ (1) Yes
☐ (2) No

APPENDIX D

Need Systems

NEED SYSTEMS - Malinowski

MALINOWSKI - Functional imperatives, needs both individual and social.

1.. Organic Needs of the Individual

   a. metabolism
   b. reproduction
   c. bodily comforts
   d. safety
   e. movement
   f. growth
   g. health

2. Instrumental Needs of Society

   a. economic
   b. social control
   c. education
   d. political organization

3. Integrative Needs of Society

   a. artifacts
   b. techniques
   c. organization
   d. symbolism

4. Recreative Needs of Individual and Social Group

   a. physical reactions to rhythm, sound, color, line and form
   b. manual skills and perfection in technology
   c. religion, magic, mysticism

MASLOW - Hierarchy of Needs

1. Physiological Needs

2. Safety Needs

    a. protection from illness
    b. predictable, orderly world
    c. protection from unmanageable, unfamiliar, strange stimuli

3. Love Needs - separate from sexual needs (physiological)

4. Esteem Needs

    - self-esteem and esteem of others

    a. desire for strength, achievement, adequacy, confidence in the face of the world, and for independence and freedom

    b. desire for reputation or respect, recognition, attention, importance or appreciation

5. Need for Self-Actualization

    - "what a man can be, he must be"

6. Need and Desire to Know and Understand

MURRAY - List of Needs

1. abasement - surrender, comply
2. achievement - overcome obstacles
3. acquisition - gain possessions, property
4. affiliation - form friendships
5. aggression - assault or injure (not necessarily physically)
6. autonomy - resist influence, coercion
7. blamavoidance - to be well-behaved
8. counteraction - refuse admission to defeat
9. cognizance - explore, ask questions
10. construction - organize and build
11. deference - admire, follow a superior
12. defendcnce - defend against blame or belittlement
13. dominance - influence or control others
14. exhibition - attract attention to oneself
15. exposition - point and demonstrate
16. harmavoidance - avoid pain, illness, injury, death
17. infavoidance - avoid failure, shame
18. nurturance - nourish, aid, protect the helpless
19. order - betidy, organize
20. play - relax, amuse oneself
21. rejection - snub, ignore or exclude
22. retention - of things
23. sentience - seek and enjoy sensuous impressions
24. sex - erotic relationships
25. succorance - seek aid or protection
26. superiority - composite or achievement and recognition
27. understanding - analyze, discriminate, define, synthesize